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ABSTRACT

The purpose of this manual is to provide guidelines and suggestions for people organizing an environmental action conference for high school students. The format and planning suggestions are based on the methods used for a conference organized by the Wisconsin Center for Environmental Education in 1991. The bulk of the manual provides structure and detail on the various committees needed to plan and conduct the conference. Each committee chapter has three sections: (1) describes committee duties; (2) contains a checklist based on the previous sections; and (3) recommends a time line. Committee chapters include: conference coordinator, steering committee, public relations committee, site committee, program committee (concerning presenters and exhibits), special events (concerning entertainment and door prizes), and registration committee. Other issues discussed in the manual include planning considerations (developing a goal, theme, and objectives) and establishing a timeline. Appendices contain sample budgets, programs, news releases, volunteer duties, conference evaluation form, call for presenters and exhibitors form, list of potential presenters, and registration form. (LZ)

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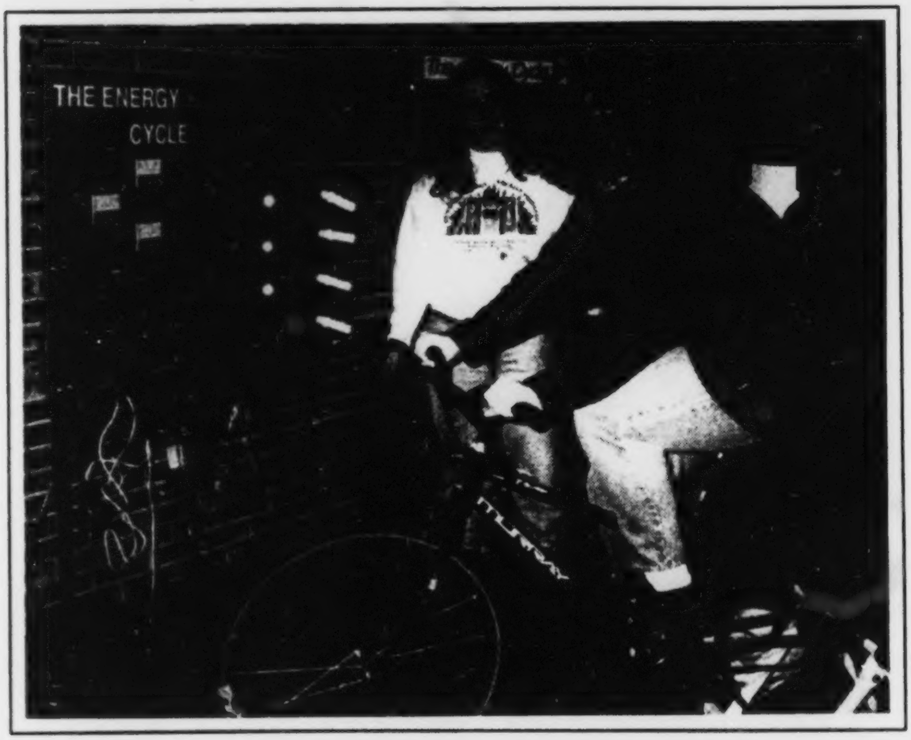
ED 383 577

A Guide for Planning A High School Environmental Action Conference



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Susan Stein demonstrates the Energy Cycle Education Program at the 1993 High School Environmental Action Conference. The Wisconsin Energy Cycle Education Program is coordinated by the Central Wisconsin Environmental Station (CWES) with funding provided by the Wisconsin Demand-Side Demonstrations, Inc. For further information, contact CWES: 715-824-2428.

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Stevens Point, WI 54481

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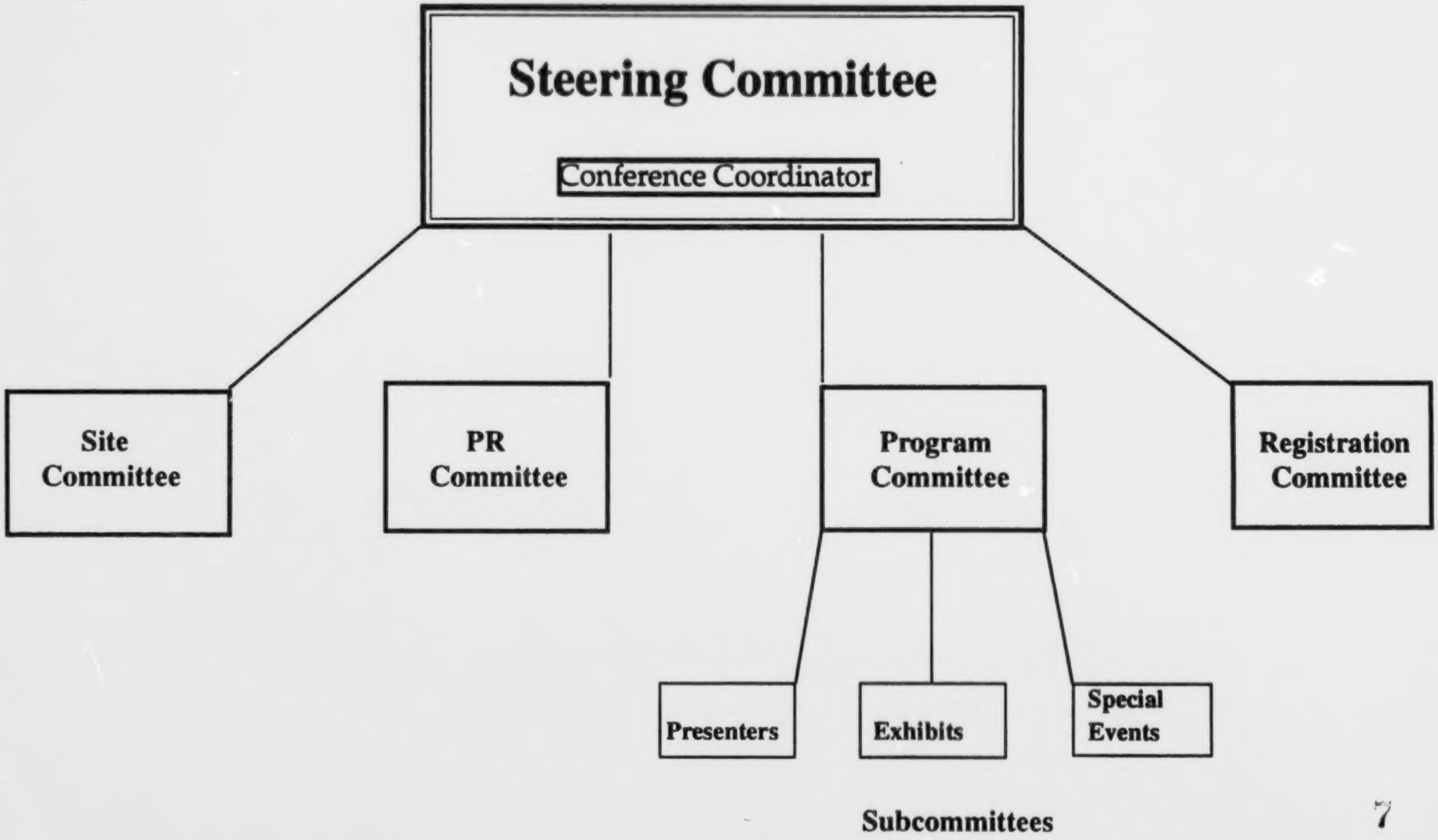
Forward

In the Winter of 1991, the Wisconsin Center for Environmental Education (WCEE) located at the University of Wisconsin -- Stevens Point conducted an Environmental Action Conference for high school students. The conference was very successful; over 300 students and teachers from around the state participated. Presenters and exhibitors provided students with information designed to increase student awareness of environmental issues and provide them with the incentives and knowledge needed to take environmental action within their school or community. Issues discussed during the conference included the rain forests, how to start an environmental club in the school, and how to organize a recycling center. The Center has had a successful conference each year following; 1992 and 1993.

During that same year, as well as the previous year, UW -- Milwaukee also held effective conferences for high school students. There is evidence that other locations throughout the state, and potentially the country, are planning similar conferences. This manual is being produced to assist organizations in planning these events. The environmental action conference for high school students you are planning will have many positive results. We wish you luck with this conference and hope that this manual will provide you with guidance and assistance.

High School Conference Committee Overview



Steering Committee

Conference Coordinator

Site Committee

PR Committee

Program Committee

Registration Committee

Presenters

Exhibits

Special Events

Subcommittees

INTRODUCTION

Purpose of this manual

The purpose of this manual is to provide guidelines and suggestions for people who organizing an environmental action conference for high school students. The format and planning suggestions are based on the methods which were used for the conference organized by the Wisconsin Center for Environmental Education at the UW — Stevens Point campus beginning the winter of 1991.

Why high school students?

The need for citizen participation in the resolution of environmental issues has increased dramatically in our technological and scientific age. It is never too early to become involved in working to maintain and protect environmental quality. Educational activities about the environment are very important, especially when they involve working with young people. These youths will be the adults of tomorrow, and it is important that in the future we have people who are knowledgeable and skilled about resolving environmental issues.

High school years are a time during an individual's life when exposure to the reasons and the means to take action can be especially significant. Most students have been learning about the environment throughout their lives; through their schooling, at their home or through the media. They are at an age when they want to take positive action to influence the direction of their future, this could and should include the quality of their environment.

Positive experiences like this conference will provide students with strength and support. It will help them develop the skills and knowledge to take responsible action in taking care of their lives and their future. It will also help them acquire the ability to find that balance between satisfying the quality of their lives while still protecting the quality of the environment.

Why a conference?

Conferences are ideal situations for bringing people together and for sharing ideas which can lead to the production of creative thinking and activities. If planned well, conferences can be extremely motivating, inspiring and have great networking potential. They are like a stone being dropped into a pool of calm water, the knowledge shared can spread out and be used by and taught to many other people long after the conference is over. A conference which focuses on the environment can provide students and their teachers with practical knowledge and skills they can use to protect and preserve our natural resources.

HOW TO USE THIS MANUAL

The bulk of this manual provides structure and detail on the various committees needed to plan and conduct the conference. Each committee chapter has three sections. One section describes committee duties. The second section is a checklist based on the previous section. This section is indicated by a check mark ✓ which is placed in the margin of each page. The duty checklist includes those responsibilities which need to be done before and during the conference. Also, whenever possible, blank space is provided for you to fill in specific duties required of your conference. The last section is a recommended time line. This is identified by a small clock 🕖 located next to each committee's time line. While timelines have been provided, they are tentative and should be altered to meet the needs of your particular conference and committees.

PLANNING CONSIDERATIONS

When planning the conference, it is wise to consider the psychological development of teenagers; the conference topics should be relevant to the students' interests. Students should be provided with opportunities to learn what they can do to resolve issues. Direct and immediate action will be more meaningful; however, helping them learn that issue resolution doesn't occur overnight should also be discussed.

Goal, Theme and Objectives

Your conference should have a goal and a theme. This will help you in designing your conference. The theme represents the spirit or intent of the conference. The goal should address the theme. Both provide guidelines for contacting presenters and planning the agenda and they give participants an idea of what they will be getting out of the conference. The objectives of the conference should satisfy the goal and theme.

Examples of a goal, theme, and objectives are provided below, but we encourage you to form your own goals and specific objectives which match the theme of your particular conference.

Theme: Awareness, Action, Achievement

Goal: To provide students and their teachers with knowledge and skills they can use to take positive action to help resolve environmental issues and thereby participate in maintaining and protecting the quality of the environment.

Objectives: Students participating in the conference will experience opportunities to:

-Become aware of local and global environmental issues
-Learn how others have taken action to protect the environment
-Become empowered to take personal action to conserve natural resources
-Socialize with other students who have similar environmental interests
-Choose a lifestyle for themselves base on the information received at the conference

Establishing a Time Line

The sooner you start the better. Below is a suggested format using a four month semester schedule, where the conference is at the end of the semester (month 4) and planning begins at the start of the semester (month 1). If at all possible, many of these activities, especially those listed in month 1, should be done the previous semester.

This is only a suggested time line, it will inevitably be altered depending on the needs for each individual conference.

Month 1

Steering committee meets, chooses theme and begins programming including agenda and schedule
Site committee—select site
Program committee—contacts, selects and reserves keynote speaker, reserve space, plan conference agenda, develop logo
Presentation and exhibits subcommittee—develop presentation and exhibit
Registration form developed and contact of presenters begins
All committees--develop and submit budgets to coordinator

Month 2

Exhibits committee—continue to send out forms and make contacts
Special events subcommittee: contact potential entertainment and solicit door prizes
Registration—develop registration form for participants and send out to schools
Program committee—plan closing session

Month 3

Public relations committee—begin to make contacts with media
Presentation and exhibits subcommittee—continue to send out forms and make contacts, if necessary.
Send out confirmation letters.
Provide list of AV to site committee to secure needs
Program committee—Confirm keynote if not already done so. Solicit volunteers for day of conference and assign duties, develop program brochure for day of conference; listing the day's events and scheduling and room assignments
Develop evaluation form
Registration committee—register participants, develop registration packets

Month 4

The preparation for the conference should be close to completion. Last minute details should be attended to. Make sure volunteers know what they are doing etc.

All committees–meet to discuss work activities on conference day.

Student Demographics and Participation

Depending on the parameters set by the conference planners, students coming from a variety of backgrounds, grade levels, and experiences will attend this conference. However, they will all have one thing in common: concern for the environment and an interest in becoming active in environmental protection for their future.

Attending a conference is a new and unique experience for many students. They are being presented with many choices and freedoms not normally available during an average school day. If the conference is well organized, relevant to student interests, and involves active student participant, truancy should not be a problem. If this is a concern, the issue should be presented to teachers when the conference registration packets are sent out.

> Too often we give children answers to remember rather than problems to solve.
> –Roger Lewin

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THE COMMITTEES, SUBCOMMITTEES, THEIR DUTIES AND PROJECTED TIME LINES

The key to a successful conference is organization. Therefore, someone must be responsible to oversee and coordinate all the planning events. In this manual, this person is called the Conference Coordinator. However, it is not possible for one or even two people to realistically do everything. An efficient and effective way to organize a conference is to have committees. Each committee is assigned specific duties. At least one person should serve on each committee. It is crucial that these people are responsible and dependable.

Committee members can consist of interested members in the community. Teachers are often willing to help. A college environmental studies class may have students who can volunteer or be assigned to participate in either or both the planning and any activities that need to be done during the day of the conference.

High school students should also help in planning the conference. Being involved in planning the conference will help make the events more meaningful to students. Connections with students can be made from local high school environmental groups. Students who participate in the conference one year can be asked if they want to work on the conference for the following year.

Often, because of limited staffing, one person may serve on more than one committee or one person may be the committee. If you are lucky, you may have enough people to serve on each committee. Feel free to combine or separate committees as needed to facilitate the planning of your particular conference.

Format for committee job descriptions
In this manual the following structure for conference committees has been used.

Steering Committee
Conference Coordinator
Public Relations (PR) Committee
Site Committee
Program Committee
    Subcommittees
        Presenters
        Exhibits
        Special Events (entertainment, door prizes)
Registration Committee

Other committees not described here but could be included are field trip committee and a workshop committee. Considering time and financial limitations, these activities may be difficult to develop.

BUDGET

The person in charge of overall budget for the conference should request a budget from each committee which includes all projected income and expenses. A form my be developed to assist committees in developing their budgets (see sample in Appendix A).

Examples of expenses include:
- -postage
- -printing
- -telephone calls
- -honoraria
- -meals
- -transportation expenses (preapproved by conference chair)
- -facility use charges, (e.g., room rental, audiovisual rental, etc.)

Examples of income:
- -grants
- -exhibitor fees
- -contributions
- -donations of material items (prizes)
- -donations of material items

Each committee's budget should be reviewed by the conference chairperson and amended in cooperation with the respective committee chair. Based on committee budgets, the steering committee should set registration fees to meet all anticipated expenses and startup expenses for the following year's conference. The budget chairperson should keep a master budget and make sure that each committee keeps track of all expenses and income; receipts and explanations should be provided.

Preapproved limits may be desirable for some expenses. A ceiling, for which coordinator/ steering committee approval is required, should also be set.

Contributions/sponsorships from business and industry may be solicited to offset some expenses. Contributions in the form of door prizes could be accepted also. Examples of sponsorship may include expenses of speakers whose topic is related to a particular business, or sponsorship of a meal or break. It is important that sponsors are acknowledged in the conference program and in announcements during the conference.

CONFERENCE COORDINATOR

This person serves as the overall coordinator of the conference. The coordinator's primary responsibility is to insure that all conference activities are performed in a professional and timely manner. For efficiency and effectiveness, it is important that the coordinator delegate considerable authority to committees and their chairpersons. In dealing with committees and chairpersons, the conference coordinator should be supportive yet let the members carry out their assigned tasks independently.

Duty checklist for coordinator:

Before the conference

___identify committee representatives and chairpersons
___schedule meetings of committee chairpersons
___monitor committee activities, insuring that all necessary activities are performed
___maintain the overall conference budget or assign a treasurer
___insure that minutes of each meeting are recorded. Committee representatives may rotate through this responsibility
___serve as spokesperson and primary contact for the media
___ assign and work with or act as treasurer and monitor budget

Day of conference

___assign or serve as MC
___introduce keynote speakers
___coordinate announcements

After the conference

___insure that evaluations are summarized
___send thank you letters to all presenters

Time line for the Coordinator

The selection of the steering committee should be done before month 1
For a sample time line, see page 4 and/or the Appendix.

Fundraising/donations

There are numerous sources of funding and sponsorship for conference activities. These include public and private foundations and granting institutions. To locate these sources, you may wish to contact state environmental education agencies (e.g., Cooperative Educational Service Agencies in Wisconsin), local environmental groups, hunting and fishing clubs, state natural resource agencies, or the local university extension office.

Additional contributions may include items for door prizes or raffles. Some potential sources of items include: nurseries, bicycle and ski shops, cooperatives, and vendors of environmental stationery or clothing.

Developing the agenda

This manual focuses on how to develop a conference consisting of presentations and exhibits. The general purpose of any conference is to provide participants a variety of topics. For this reason, conferences usually consist of a multitude of concurrent and general presentations from which the participants select those they want to attend. An advantage of presentations is that they provide a lot of information in a short period of time. However, if a more in-depth, or hands-on approach is desired, workshops may be necessary. Examples of workshops are provided in the brochures in Appendix B.

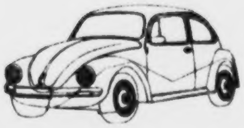
It is recommended that the conference take place for one day only and end by 4 pm. Anything longer than this would take too much class time and possibly, travel time. Because of the time limit, field trips are not recommended.

Deciding on the desired number of participants

Factors to consider when determining the number of participants include:

- -dining area occupancy/space
- -presenter-to-audience ratio
- -large meeting room (for keynote) space
- -budget restrictions

STEERING COMMITTEE



The Steering committee is responsible for setting up the guidelines and 'getting the ball rolling'. It will be up to the conference chair to select members for the steering committee. They could include community members, teachers, other professionals and students who are interested in the environment and student empowerment. Involve students in the conference more directly, by encouraging them to serve on other committees or as a chairperson of committees. Typical duties include:

-Oversee general processes of planning and running conference
-Develop a conference budget (or work with treasurer)
-Assign people to different committees and subcommittees
-Monitor subcommittees and make sure duties are being accomplished

Setting a conference date

In order to set a date, many things should be taken into consideration. First, make sure the facilities you have reserved are available on this date. Second, make sure school holidays, and teacher events such as conferences and workshop days are observed. Fridays and Mondays are also difficult days to schedule. In addition, weather may or may not be a factor in your decision. Finally, plan the conference with other state or group conference dates in mind, or as a follow-up to state or national themes. This can provide continuity and unity within a state.

Establishing a theme

A theme can give a conference an overall guide or focus. Make sure, however, that the focus is not limiting or exclusive to one particular interest group. Themes may be chosen to coincide with other conferences, state, national or global themes, or a particular current issue or interest. Generally, themes that are short but meaningful are the most attractive to audiences. Remember to consider your targeted age group! Themes should vary depending on the current environmental issues. Students could help select a theme. Keynote speakers and presenters should be informed of the theme so that if possible they can address it as a part of their program.

Suggested schedule

Following is a schedule which may be used for a one-day conference. For an actual schedule, see Appendix B.

9 am -	10 am	Registration, Exhibits open
10 am -	10:50 am	Keynote speaker
11 am -	12 pm	Concurrent sessions/workshops
12 pm -	12:50 pm	Lunch
1 pm -	1:50 pm	Concurrent sessions
2 pm -	2:50 pm	Concurrent sessions
3 pm -	4 pm	Closing session

Note: times may be adjusted to allow for more opportunities to visit exhibits. Depending upon location of exhibits, you may want to close them during the keynote so that all participants (including exhibitors) can attend.

Preliminary programming

The steering committee can assist the other committees by beginning some of the programming. This includes finding possible conference facilities and drawing up a list of potential keynote speakers, presenters, and exhibitors.

It will also be helpful to the other committees if all the planning done by the steering committee is complete by the beginning of Month 1 (if a four month planning schedule is used.)

Check list of duties for the Steering Committee

___ develop theme
___ secure funding/fund raising
___ establish budget
___ decide on conference agenda and schedule and desired number of participants
___ provide suggestions for site locations
___ assist with the recruitment of volunteers and committee members
___ monitor other committees

Time line for Steering Committee

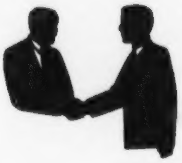
It is suggested that at least four meetings be held by the steering committee. The first one should actually occur during the summer or the semester before. The second meeting held in the beginning of month 1 and a third sometime during month 2 or 3 to make recommendations on the progress of the planning and handle any general problems. A last meeting should be held after the conference to discuss evaluations and make suggestions for next years conference.

Month 1
All the above duties should be done during the first month
Recruiting volunteers and monitoring committees would be an on-going process

Month 2/3
Meet again to monitor the progress of the conference planning

2 - 3 three weeks after the conference
Meet to discuss the results of the conference

PUBLIC RELATIONS



Outreach and publicity

Getting the word out to schools is necessary to make sure that students and teachers who are interested have the time and opportunity to attend. Having students involved in planning the conference is one way to secure student interest and willingness to attend.

A conference logo helps advertise the conference. T-shirts can raise interest. Work with the program committee on securing these materials.

Flyers and brochures should be developed and distributed to schools and other community locations. News releases and publicity packets should be prepared and submitted. The more media coverage the better. Announcements on the radio, TV and in newspapers (Public Service Announcements) help to spread the word. Also, news reporters can be invited to attend the conference—promise them free lunch! Someone should be available for possible interviews and to answer questions. Information about the conference after it's over can contribute to next year's success and increased attendance. If your conference is in Wisconsin, you may wish to contact various EE newsletters and/or the Network Resource Specialist at the Wisconsin Center For Environmental Education, UWSP, 4th floor LRC, Stevens Point Wisconsin 54481.

Logo

The logo is a nice way of tying the conference together and symbolizing the theme and goal of the conference. Ask students to help design the logo. You may want to have it redesigned for each conference as the themes change or have a standard logo which is used year after year—or both.

T-shirts

T-shirts should be inexpensive. They should be striking and attractive. If desired, the conference logo could be on the t-shirt. Student designed t-shirts are usually more meaningful to the teenage population. T-shirts should be ordered by the participants prior to the conference and the cost should be added to their registration fee. Some conferences have inflated their registration fees and automatically provided each participant with a t-shirt. This approach is somewhat more convenient, but other planners prefer to give participants the option of buying the t-shirt. Whether or not t-shirts are ordered in advance, they should be available for sale at the conference. Sales can take place at registration or in the exhibit room. Talk to either committee to see which is best.

Publicity packet

The publicity packet or press kit should contain a news or press release, background information about speakers, a fact sheet or flyer, photos from previous conferences and information about the organizers of the conference. The press release should be carefully thought out and concise. Make sure the questions who, what, when, where, and how are covered. Individual schools should also put press releases ex post facto in their hometown paper. This can highlight their students' achievements as well as advertise your conference. A sample press release is found in Appendix C.

Public service announcements

Many radio and TV stations allow time for public service announcements which are free of charge. These announcements are usually short; less than a minute of air time. Make sure all the necessary information can be provided within that time frame. Let the station know when you need the news announced. To find out the procedures for submitting and writing the announcement, contact your local radio and TV stations.

Check list of Public Relations duties

___ develop committee budget (supply to chair)
___ develop logo
___ design and order t-shirts, if desired
___ coordinate development, printing, and mailing of conference publicity (flyers)
___ write and distribute news releases prior to and subsequent to conference
___ write and submit Public Service Announcements
___ seek media coverage (television, radio, newspaper) of conference activities

Time line for Public Relations Committee

As soon as the date and place for the conference have been established, publicity should begin.

Month 2 - 3
Contact local news agencies to see if they can cover the conference

Month 4
Write and submit news releases and public service announcements
Set up times with news agencies to develop a report on the conference

1 week after conference
Follow up new coverage of conference

SITE COMMITTEE

The site committee identifies the site and works with the site manager(s) to insure that all conference needs are met. College campuses are good sites and sometimes there is no fee charged. However, reservations MUST be made early.

To avoid confusion concerning rooms and services, the site committee should communicate frequently with the other committees, especially the program committee and presentation subcommittee. Some conference centers supply the audio visual equipment and directional signs. This should be checked into when selecting a site.

Once a site has been selected, provide the PR committee with the location, a map, and parking availability and regulations.

Reservation costs

The overall conference budget and the budget for the site committee will influence how much you can afford to pay to reserve a site. Some costs can be covered by registration fees, but remember, student incomes may be limited. Many college campuses will offer sites free of charge. However, dates fill up quickly. Make your reservations early.

Types of rooms you will need to reserve

A large general assembly room
A large room for exhibits (unless the assembly room can double as an exhibit room)
A space for registration (room for two tables if possible)
Rooms for presentations (check with program committee)
A place for lunch if it is to be provided
A meeting room for teachers (optional)
A room for press, interviews (optional)

General Assembly room

You will need a room for any general sessions. This room can also be used for the closing session.

Exhibit room

There should also be a large room for exhibits. If necessary, this can be the assembly room after the speaker is finished. The exhibit room should be locked if it will be vacated during lunch hour; or work with the exhibits committee to make sure that someone is there to monitor the room at this time.

Rooms for concurrent sessions

Work with the program committee to determine how many rooms you will need to reserve. If the program committee can't give you an estimate on how many rooms are needed, reserve at least ten. It is best to over estimate and reserve more rooms than you need, especially if they're free! Check with the program committee for audiovisual needs, if the site location does not provide this equipment, you should.

Dining room

Most conference facilities will handle all meal arrangements. See below for more details on arranging the lunch.

Teacher meeting room

If possible, you may want to reserve a room for teachers to meet, drink coffee, and socialize.

Maps, directional signs, banners and bulletin boards

Participants, presenters, and other guests will need a map facility. Make sure each committee has copies of the map and directions. Signs around the site should be placed in busy intersections and next to concurrent session locations. Check with the conference facility to see if they provide this service.

Following are lists of some of the signs you will need:

Exhibit Room
General Meeting room (key not speaker, closing session, etc.)
General direction signs—to specific rooms
A sign outside each room with list of presenters and times (may be done by presen tation subcommittee)
Lunch location
Teacher meeting room
Copies of the schedule
Large general schedule signs placed for participant reference

For the day of the conference you will need a large sign or banner which identifies the conference building. If the conference facility has a marquis, ask the facility to put an announcement on it. If not, ask if a banner may be hung outside the building. Someone will need to design the banner. It should be noticeable, yet attractive.

One or more bulletin boards should be placed in locations where most conference goers will travel. These boards could be used to hold announcements or messages.

Lunch

Check with the managers of your conference site for meal options. Often buffet style is easiest, but will require some crowd management. Remember to include vegetarian options. Provide the program and registration committees with fee information. If buying lunch is optional for participants, then you will need to have lunch tickets or some way to determine who has paid and who hasn't, such as a sticker or mark on their name tags. Request participants who opt not to buy lunch to bring a bag lunch. Usually presenters and other speakers are provided lunch free of charge. Considering time limitations and managability, it is probably best to provide lunch. If lunch isn't provided, include a list of local restaurants in the registration packet.

There may also be announcements, speakers or some sort of entertainment during the lunch hour. If so, then microphones etc., will need to be set up.

Checklist of duties for Site Committee ✓

Before conference

___ work with chair and steering committee to determine a site
___ develop a committee budget (supply to chair)
___ find/develop a map to the site and of the site (provide to site and registration committees)
___ arrange for parking
___ give PR committee site location, map, and parking information
___ determine services of conference location (such as room seating arrangements, sign locations, sign production, right to advertise, set-up, provision of AV equipment)
___ reserve all necessary rooms:
    ___ A large general assembly room
    ___ A large room for exhibits (unless the assembly room can double as an exhibit room)
    ___ A space for registration (room for two tables if possible)
    ___ Rooms for presentations (at least ten—check with program committee)
    ___ A place for lunch if lunch is provided
    ___ A meeting room for teachers (optional)
___ produce necessary signs, if conference facility does not produce or provide signs
___ obtain bulletin board for announcements and messages
___ design a banner and/or arrange announcement on marquis
___ arrange for lunch (include vegetarian option)
___ provide program and registration committee with meal costs
___ work with conference facility the day before, and/or other committees to make sure rooms are set up

Audio-visual duties

___ get list from program committee/presentation subcommittee of audio-visual needs
___ locate equipment (if facility does not provide it)
___ arrange for placement of AV equipment in appropriate rooms

Day of conference

___ work with other committees to check on last minute details
___ set up or make sure directional signs are set up
___ check with presenters for additional needs

Time line for Site Committee

If at all possible, the conference site should be secured a year in advance. If it is already less than a year before your conference date, find a place as soon as possible.

Month 1
Contract with conference facility if not already done
Provide site information to publicity committee, program committee, and subcommittees

Month 2-3
Work with presentation committee to secure AV needs
Work with entertainment committee to set up sound systems
Continue to reconfirm with facility
Have signs and maps ordered

Month 4 and day of conference
Place signs around the conference area
Post banner or set up marquis

2-3 Weeks after
Determine if site is desirable for future conferences and make reservation if possible
Send thank-yous to staff of the facility

PROGRAM COMMITTEE

The function of the program committee is to plan the body of the conference. It is very important that its members communicate frequently with other committees, to make sure that everything runs smoothly.

The program committee duties involve obtaining a keynote and sessional speakers, developing the conference program brochure or booklet, planning the closing session, and evaluating the conference.

Depending on the amount of people involved in the planning process, the program committee can also contain the Presenter and Exhibits subcommittees. Below, the overall duties of the program committee are described.

Duties:

Contracting keynote speaker

The steering committee should have generated a list of potential speakers, and may have already arranged for one to come. If not, this will be up to your committee.

A dynamic and charismatic keynote speaker is very important. S/he should be motivating and inspiring and able to set the theme and the mood for the day. The keynote speaker should be selected and confirmed early. Fees and travel arrangements will also need to be discussed. Because the purpose of this conference is for students, the speaker should be someone who relates well to students.

Once a speaker is identified and agrees to attend:

-Obtain brief description of speaker, and a photograph for the conference program and publicity
-Contact chair/treasurer for possible payment to speaker
-Supply name to PR subcommittee
-Have someone meet and introduce the speaker

Conference program

General design—concurrent sessions/strands

The usual format is to have many speakers present in different rooms at the same time (concurrent sessions) with participants choosing the presentation they would like to attend. The schedule provided suggests that there be three successive concurrent sessions (see figure).

SAMPLE SCHEDULE

8:45 - 9:30	Registration and Exhibits
9:30 - 10:20	Keynote
10:30 - 11:15	Concurrent Sessions 1 through 10
11:25 - 12:10	Concurrent Sessions 11 through 20
12:10 - 1:00	Lunch
1:10-1:55	Concurrent Sessions 21-30
2:05-2:50	Closing Session

What frustrates many participants at a conference is that there are so many options and so little time. To ease this confusion, many conferences are using what have been called "strands" or "tracks". With this technique, the presentations are grouped under certain similar characteristics or topics (e.g. student organized actions, issue briefing, etc.). Participants usually like this since they can either stick to one strand in which they have interest or make sure they attend presentations within all strands.

Number of presentations during each concurrent session

This will most likely be decided by the presenter subcommittee. If not, see page 24 to determine the number of presentations for each session.

Scheduling the presenters

After the presentation subcommittee has contacted presenters, work with them to schedule rooms and times for the speakers. Popular speakers should be located in larger rooms. The site committee should provide you with information on the room sizes. Consider the time presenters prefer to present, am or pm, and if they are willing to present more than once. Provide a time schedule of presenters to site committee so that signs of presentation topics and times can be placed outside each room.

Design of the program booklet or brochure

Unfortunately, because presenters take time to locate and confirm, development of the conference booklet or brochure that is provided to the participants is often compiled late in the planning process. However, general format for the program can be determined earlier.

The following information should be included in the program booklet:

- —Theme of the conference and an explanation of its purpose
- —Information & photo of the keynote speaker
- —A schedule with times and places of the day's activities.
  The schedule for the conference should be clearly described and easy to follow. Several suggested formats for designing the program have been included in the appendix.
- —Information about presenters:
  For each presenter, provide the title of the presentation and the title and a brief description. You may want to include a little information about the presenter, especially with student presenters.
- —Strands
  If strands are used, then information about the strands must be included and be used to help describe and categorize the presentations.
- —An easy to follow map
- —Information about lunch—location, menu, or restaurant locations
- —Information about the exhibits
- —Sponsoring agencies and acknowledgments

(Sample program booklets are found in Appendix B.)

Volunteers

Since the program committee oversees the whole conference development, it should recruit and coordinate the volunteers. Volunteers can be assigned to different committees and subcommittees.

As previously stated, you will most likely need volunteers. If high school students are involved in the planning, they can help recruit other volunteers. Also, a college professor who is teaching environmental education may be willing to give students class credit for volunteering.

Treat your volunteers well. Let them know what they are doing and give them recognition. Keep the amount of time they are working to a reasonable limit unless, of course, they are willing to work longer. If you have enough volunteers, working in one-hour shifts often works well. In Appendix D is a list of duties that could be covered by volunteers and a sample sign up sheet which could be used.

Closing session

The closing session may very well be the most important part of the conference. It is a good way for the participating teachers to get their students together in preparation for departure.

Perhaps more significant in light of the goal of the conference, it is important because it has the ability to pull the day together. This is the time when a strong message can be delivered to the students saying: Take what you have learned and do something with it!

It is also the time when people are drained and exhausted from information overload and other positive and negative experiences throughout the day. Additionally, getting students who are 'out of school' for the day to go anywhere in an organized fashion can be very challenging. There must be some drawing power or inviting event that will encourage students to stick around. The message should be short and sweet and delivered with some pizazz.

Some sort of appealing activity or speaker should be planned for this time. Perhaps a popular singing group or band could perform. You could work with a local environmental group that has fund raisers involving musical groups. Snacks could be provided as well. There should also be time left over for socializing or for participants to get to know one another.

Evaluations could be collected at this time and door prizes awarded. There could also be the opportunity for people who want to plan next year's conference or at least provide suggestions to get together and express their views.

Make sure you consider the closing session seriously. The special events/entertainment committee should also be involved. Don't let a weak closing session put a damper on your conference.

Evaluating the conference

Conference evaluations are valuable tools for planning successive conferences. In Appendix E there are some sample evaluation forms. To get as many returns as possible, the forms can be included in the registration packets. They should be collected at the conference as people are less likely to send them in later. Below are two alternatives for increasing your rate of return. A greater return ensures that all areas of the conference have been covered and evaluated and that responses accurately represent students' views.

You will need to have people tally and analyze the results after the conference. Someone can also be responsible for interpreting the information so that it can be useful for planning next year's conference.

Collecting forms at the conference

You can announce that there will be a collection box at the end of the day or you can work with teachers to have them collect the evaluation forms during the conference. Some conferences give out doorprize tickets in return for submitting an evaluation form.

Collecting forms after the conference

This is not a good idea unless you involve teachers. You can provide them with an addressed and stamped envelope and ask them to return the forms. You could also send them the forms after the conference with return postage and ask them to have their students fill out the forms in class.

Checklist of duties for Program Committee ✓

Before the conference
___ develop committee budget (supply to chair)
___ serve as members on several subcommittees
___ contact and contract with keynote speaker
___ schedule presenters and assign to rooms (work with presentation subcommittee)
___ develop conference program brochure or booklet
___ recruit and assign volunteer activities
___ plan closing session
___ develop evaluation form

Day of the conference
___ greet and introduce keynote speaker
___ coordinate volunteer activities
___ circulate to make sure things run smoothly and help with traffic control
___ coordinate closing session

1 - 2 weeks after the conference
___ send thank you notes to the keynote speaker and any other guests
___ evaluate the conference

> **Impact per Person X Number of Persons=**
> **Total Environmental Impact**
> **-Paul Ehrlich**

Time line for Program Committee

If possible, most of the duties described in month 1 should be done earlier

Month 1
Work with steering committee to determine theme
Set up agenda and schedule
Contact and contract keynote speaker
Develop conference logo, give design to other committees
Begin to plan closing session—work with entertainment committee

Month 2
Recruit volunteers
Develop format for conference brochure
Work closely with presentation committee in making the brochure

Month 3
Design and order t-shirts
Secure activities for closing session
Develop and print evaluation forms
Publish and print brochure
Assign duties to volunteers

Month 4 and at conference
Coordinate volunteers

2 - 3 weeks after conference
Send thank you notes to the keynote speaker and any other guests

Presenters Subcommittee

Conference planners should solicit presenters who are able to provide students with practical and interesting information which should address the conference theme. Be sure to include student presenters.

There are many ways to obtain presenters and it is helpful to use several to succeed in obtaining an adequate number and variety. A "call for presenters" form should be sent to as many potential presenter audiences as possible. (See sample in Appendix F.) Another successful approach is to directly call potential presenters. A third approach is to publicize the conference in as many newsletters (e.g., state science teachers groups, ee newsletters, etc.) and school newspapers as possible.

To get student presenters, contact schools directly and see if there is an ecology or environmental group or other students who are into environmental action. On the participant registration form, you can ask the schools if they have students interested in presenting. In the appendix you will find lists of national student and youth environmental groups. They may be able to provide further information on involving students.

Adult presenters are important to serve as professional role models and to illustrate career options. But remember, the key to making this conference successful is to make in relevant and meaningful to students. Presenters should be aware of this.

Since teachers are also attending, you may want to include sessions particularly useful for teachers. These could include teaching techniques, networking strategies, and information about professional teacher organizations that are environmentally focused.

Following is some information which could be used in registering presenters. However, expect to spend a lot of time on the phone contacting potential speakers prior to and after sending them a form. Check Appendix F for sources of potential presenters. It is also wise to keep a record of presenters from previous conferences for future reference.

Number of presenters at the conference

The number of presentations you have at the same time will depend on the number of participants, room style, desired number of students per session, and the number of presenters you are able to obtain. You don't want too many presentations, otherwise you risk having little attendance at certain sessions, and of course too few would lend itself to overcrowding. One way to figure out the appropriate number of presentations are appropriate is to estimate the total number of participants you expect to attend and divide 25 into this number. This involves a lot of guessing and assumptions—so be prepared to be flexible. If the room size varies and the number of people in a room can comfortably fit over 25, this would alter the number of rooms. You could place the presentations that you think would be most popular in those rooms. If presenters are willing, they may present more than once.

Fees

Presenters are usually provided a token fee for presenting. Sometimes their travel is covered. Some professional organizations request larger fees. You will need to decide what approach you wish to use and how much you will pay. Make this clear when you are seeking presenters.

Presenter registration form

Copies of presenter registration forms have been included in Appendix F. The presenters should be informed of the theme, conference dates, and an agenda and schedule. You will also need information on conference location, fees, parking, and a deadline for registering.

The following information should be requested from presenters:

—Presenter name and contact person (if different than presenter)
—Presenter title
—Additional presenters if any
—References of other potential presenters—presenter complete address
—Work and home phone and fax if available
—Title of presentation
—Strands to which they think the presentation best applies
—Abstract as it would appear in the conference program, limiting number of words (eg. to 50)
—Choice(s) for time of presentation
—Willingness to present more than once
—AV needs

It may be convenient to have exhibitors also sign up using the same form. If this is done, then they should be asked to indicate if they wish to present, exhibit, or both.

Contacting potential presenters

Expect to talk to a lot of people before you get the number of presenters you want to attend. When the list of potential presenters is written, make sure you have plenty of people to contact, since some will inevitably be unable to take part in the conference. Common sense dictates that you contact the people you want most and work your way down.

When speaking on the phone, be enthusiastic about the conference and clear in your intent. Have on hand the important information the speaker should know, such as time, place, date, purpose of the conference, etc. Inform them that they will be sent a registration form that you wish them to complete and return. Ask them if they have any questions.

Registering presenters

A data base is convenient for organizing presenters. The data base can also be used to print out confirmation letters.

Presentation rooms and scheduling presenters

Make sure that you tell the site committee how many presenters you plan to have and what AV equipment will be needed.

Work with the program committee to schedule the presenters into each room. Remember to consider if any will present more than once and if any may attract a larger audience and could use a larger room. Provide the room and time information to the presenter in their confirmation letter.

Confirmation letter

All presenters should be sent a confirmation letter to make sure everything is all set. By the time the letter is sent, the presenter's presentation time and room location should be established. Remind them of conference dates and locations. Other information to include would be the title of the presentation along with AV material requested. They should also be instructed if and where they should check in on the day of the conference and recommended time to arrive before their presentation. Providing them with a facility map would assist them, but this could also be done on the day of the conference. They should be provided with a phone number in case they have any questions.

Moderators

You will need to decide if you want to have moderators for the presenters. This would be someone who introduces the speaker, makes sure that the necessary AV material is set up and water is available. If you do not have moderators, then someone should be available to travel to all the rooms between sessions and make sure everything is set. Volunteers could be recruited for this job and could work in shifts.

✓ Checklist of duties for Presenters Subcommittee

Before conference

___ develop a committee budget (supply to chair)
___ obtain list of potential presenters from steering committee and general list of other possible presenters
___ determine fees provided to presenters
___ develop registration form for presenters (see Appendix F)
___ solicit presenters who will address theme (phone)
___ send out registration forms
___ collect forms and screen for suitability
___ maintain data base of forms (include AV needs, time of presentation preference, provide list of presenters to chair and/or treasurer for checks)
___ work with program committee to schedule presenters
___ send out confirmation letter to presenters and outline details, such as presentation time
___ provide site committee with list of AV and room set up needs (Find out who is in charge of maintenance and where to contact if necessary)
___ maintain list for future conferences
___ find moderators (optional)

Day of conference

___ make sure rooms are set up, enough chairs, outlets work, etc.
___ greet presenters and direct them to the room they will be using, give name tag
___ room monitors—check to see how things are going throughout the day, be on call for last minute requests and errands
___ directional signs for location of presentations
___ sign at base of stairs for upstairs conference rooms and info
___ sign outside each room with list of conferences to be held in that room through out day
___ make sure rooms are clean at end of day

After conference

___ send out thank yous
___ keep a record of who presented for future conferences.

Time line for Presenters Subcommittee

Month 1
Begin to contact potential presenters
Develop registration form and send out
Maintain data base

Month 2
Continue to solicit and contact presenters

Month 3
Provide data base of presenters to program committee
Provide list of AV materials to site committee
Send confirmation letters to presenters

Month 4 and at conference
Coordinate volunteers or moderators

1-2 weeks after conference
Send out thank yous

Teachers open the door, but you must enter yourself.
-Chinese Proverb

Exhibits Subcommittee

Similar to the presentations, your exhibits should be interesting to students. For better or worse, teenagers like to buy things. Having merchants in the exhibit room who sell environmentally friendly products will be appealing to students. As with the presenters, you will need to contact potential exhibitors early. Check Appendix G for exhibitor sources. The presentation subcommittee can ask presenters if they also have an exhibit to display. Communicate with the steering and program committees during the agenda development to make sure participants have enough time to view exhibits. You need to communicate to potential exhibitors where, when, and how long they will be exhibiting along with any fees they may be charged.

Fees

Usually exhibitors pay a fee when they participate in a conference. This may be an important source of operating revenue. Nonprofit groups are often allowed a reduced fee. Often times exhibitors will sell things during a conference. You need to work with your conference facility to see if there are any policies about this.

Exhibitor registration form

The registration form for exhibitors could be combined with the presenter form since some people may want to do both. Make sure you let them know the fee for exhibiting and information about the conference for selling items. Check with your institution/group for their policies on liability.

The following information should be requested from presenters:

—Exhibitor name and contact person (if different than presenter)
—Exhibitor title
—Additional exhibitor if any
—Exhibitor complete address
—Work and home phone and fax if available
—Type of exhibit (may want to know if it applies to a certain topic, such as an environmental group, information about an issue, sales of environmentally friendly products, etc.)
—Exhibit needs such as a table, electricity, etc.
—References of other potential exhibitor (optional)
—Fees

Confirmation letter

Send the exhibitors a confirmation letter. Remind them to pay their fees if they have not already done so, inform them of set up and take down times, and remind them of the selling policy.

Staffing—Day of conference

Staffing for the exhibit floor area is very important, especially at the beginning and end of the day. At the beginning of the day, people will need to be there to help set up and to run errands or answer questions. At the end of the day, the staff will need to make sure the exhibits are taken down in time and the area is cleaned up. It will probably also be necessary for someone to monitor the exhibit floor area. This person or persons will be there to answer questions and also to keep an eye out for sticky fingers. Volunteers could be recruited for this job and could work in shifts. If t-shirts are being sold in the exhibits center, someone needs to be in charge of this.

Check list of duties for Exhibits Subcommittee ✓

Before conference

___ develop a committee budget (supply to coordinator)
___ obtain list of potential exhibitors from steering committee and generate list of other possible exhibitors
___ find out/determine fees for exhibits, profit, non-profit (supply to coordinator)
___ work with site subcommittee or chair to determine room/space needs, learn number of spaces available, outlets, tables, chairs, lock-up ability, payment
___ develop registration form for exhibitors (see Appendix F)
___ solicit potential exhibitors (phone)
___ send out registration forms
___ collect forms and screen for suitability
___ maintain data base of forms
___ provide list to program brochure
___ send confirmation letters
___ maintain list for future conferences
___ arrange exhibitors throughout room based on their electrical needs

Day of conference

___ coordinate exhibit set-up and take-down
___ greet exhibitors and direct to table for set-up, give name tag
___ staff or supervise tables that are not represented
___ sell t-shirts (optional)
___ clean up room when day is over

After conference

___ send thank yous

Time line for Exhibits Subcommittee

Month 1
Contact potential exhibitors
Work with site committee to determine how many exhibitors can be in the room
Develop registration form and send out

Month 2 - 3
continue to solicit exhibitors
Supply list to program committee

Month 4 and day of conference
Work with Site committee to assign locations
Monitor exhibits

1 - 2 Weeks after conference
Send thank yous

Special Events Subcommittee

Entertainment

The times for entertainment will depend on your agenda. If you are following the one provided in this manual, the best times would be during lunch and during the closing session. Make sure your entertainment is appealing to teenagers. You may not like rock music, but most teenagers do. Don't limit your entertainment options to music. A comedian or some other performer may be fitting. Since the participants will spend most of the day listening to speakers, it would be wise not to invite a speaker for your entertainment. Then there is the issue of cost. If you're lucky, a local school group or even a high school group my be willing to perform for free or at low cost.

As with most other parts of the conference planning, the earlier you secure entertainment the better. Draw up a contract and have it signed. Contact your entertainment a couple times to make sure everything is set.

You may also have to consider the sound system. The facility may do this for you. Also, the performers will need time to set up. Clear this with the program committee.

Check list of duties for entertainment portion of Special Events ✓

Before conference

___ establish committee budget (supply to coordinator)
___ identify and secure entertainment for designated number of performances
___ work with site committee to arrange for rooms, seating, and other logistics,
___ clear performer fees with conference chair
___ complete a contract for performers that spells out all terms (e.g. times, fees, set-up needs, etc.)
___ clarify the performers' needs for sound equipment. They should have their own, or they should work it out with site committee (rental of sound equipment may be expensive)
___ send confirmation letter to performer and copies to chair
___ allow for sufficient time for set up and take down of equipment, sound check
___ advise performers on where to park and unload

Day of conference

___ meet performers, assist with setup and sound check as needed
___ introduce performers
___ have treasurer prepare check and pay performers

1 - 2 weeks after conference

___ send thank you letters
___ make sure entertainers were paid

Time line for entertainment portion of Special Events Subcommittee

Month 1
Entertainment should be lined up
Information should go in the registration materials

Month 2 - 3
Make final entertainment arrangements and confirm

Month 4 and day of conference
Confirm again
Set up or make sure sound system is set up
Greet people

1 - 2 weeks after conference
Send out thank yous

Door prizes

Door prizes are an option which adds fun to a conference. Solicitation of door prizes should begin early in the conference planning process (I bet that's news to you!). One easy way to obtain door prizes is to waive all or part of an exhibitors fee if a prize of certain value is contributed. Other committees can help contact people for door prizes. Coordinate with other committees to avoid double contacts. Contacts could include restaurant chains (those that are located in many parts of the state especially if participants are traveling some distance), environmental groups, local and national, department and food stores, tree nurseries, etc. The gifts should be environmentally friendly. Some ideas are t-shirts, health food snacks, gift certificates, memberships to organizations, etc.

The door prizes could be awarded at any time. What they consist of should be advertised early in the conference, perhaps after the keynote speaker. One technique to encourage the submission of evaluations is to give out door prize tickets only when an evaluation form is turned in.

Time line for door prizes portion of Special Events Subcommittee

Month 1 - 3
Obtain donations
Work with program committee to determine best time to select and announce winners

1 - 2 weeks after conference
Send thank yous

Check list of duties for door prizes portion of Special Events

___ develop committee budget
___ work with other committees to locate sources of door prize donations
___ solicit potential sources
___ determine appropriate items and procedures to select and announce awarding of door prizes
___ day of conference, coordinate distribution of prizes
___ 1 - 2 weeks after conference, send out thank yous

REGISTRATION COMMITTEE

A well-planned and smooth-running registration process is crucial to get the conference off to a good start. You want to get people in the door and on their way as quickly as possible.

People involved in registration should be calm and friendly. They should be well informed so they can answer a variety of questions about the conference. Registration is fast paced and intense and can be hectic. There may be several people making demands on you at the same time. Fortunately, this time usually only lasts about an hour.

Registration forms

Registration forms often double as advertisements. Therefore, they should be appealing and informative, including information on the theme, conference dates, keynote speaker, presenters, agenda and schedule. You also need information on conference location, fees, parking and deadline for registration sign ups. You may want to provide information on group travel, scholarships, a list of suggestions on how to raise money to pay for registration fees, and how to sign up to make presentations themselves in the conference. Sample registration forms have been included in Appendix I.

On the registration form the following information should be requested:

—School name
—Name of teacher
—Address of school (street, city, state and zip)
—Phone of school
—Phone of teacher
—Number of students attending
—Names of students attending
 (optional, but if name tags are to be made ahead of time with information on buying lunches or attending workshops, etc., then you will need their names)
—t-shirts
 (Most people will fit into large t-shirts. For convenience, you may want to stick to this size only. If you offer a variety of sizes, make sure they indicate how many of each size they want. Work with PR committee on this)
—Lunch
 (They should be told if lunch or other meals will be provided and if they are included in the cost of registration. If buying lunch is optional, this and the cost of lunch needs to be relayed to them as well as instructions to bring a bag lunch or a list of eating establishments.)
— Information on group travel, scholarships, fund raising ideas (optional)
—Names of other schools/people who may wish to attend (optional)
—The option to present (optional)
 (Many schools have already been involved in environmental activities and may want to present. This should be encouraged.)

—Participant involvement in environmental issues (optional)

(You may want to develop a participant fact sheet (PFS). This would include names, addresses and phone numbers of schools, teachers, and/or students who are actively involved in protecting the environment. On the registration form, participants would be requested to provide a history of their actions and/or questions or information they have or need about taking action. Their names and numbers and comments and questions would be compiled on a PFS which would be made available to everyone attending the conference. It could serve as a great networking tool.)

—Teacher/school agreement form (optional—This could be included with confirmation letter or be signed when they arrive)

(If the conference planners are concerned about truancy or misbehaving students, a statement on conference behavior expectations and some sort of release form should be signed by the teacher responsible for monitoring the students.)

—Amount enclosed

(To facilitate keeping track of costs you may want to provide a tally form for the registrants. This can consist of a tally of students, [cost per student—w/ or w/o t-shirts], total cost for students and total cost for teachers [w/ or w/o t- shirts] and then a grand total. If lunches and/or entertainment are an option to buy, then this needs to be figured in also.)

Mailing forms

From the steering committee, learn how many schools you will need to send forms to. If there is a significant number, the mailing will take some time, and a bulk mailing may be involved. Volunteers for folding and labeling will be needed. To find lists contact the Department of Public Instruction or if a university campus is close by, contact the office of continuing education. They can get labels addressed to specific people in education.

Registering Participants

A computer with a data base system is a must for registration. Otherwise, you will need someone who is very organized. All pertinent information about the registrants found on the registration form should be entered into the data base. A good registration form facilitates this process. Information in the data base will serve as a reference for filling out the confirmation postcards which are sent to participants. Copies could also be printed out and used to help with registering participants on the day of the conference. One copy could be used for setting up the registration packets since it will include information such as number of participants, t-shirts that are ordered, meals ordered, etc. Another copy could be kept in a registration book for conference day. This would be to help the person who is registering participants. If there is any missing data, this could be highlighted and recorded so the registrar would know what to ask the participants.

Confirmation Post Cards

Teachers and students will want to know if their form has been received. A simple post card that confirms the acceptance of their registration form. This could also be the time to make additional requests if data are needed or missing. A sample confirmation postcard is included in Appendix I.

Registration packets

Registration packets should be prepared at least one day before the conference. If there is a large number, it could take a long time to collate the packets. Participants for the conference will most likely come in groups. Therefore, it is suggested that school group packets rather than individual ones be prepared. Putting all the conference programs, lunch tickets, evaluation forms, etc. into one container, such as a bag, with the school name and a responsible teacher on the outside is a convenient method. Then, when the school comes to register, they are simply handed a bag and can be on their way. You can use environmentally friendly canvas bags or paper bags which have been donated by a grocery store or have been saved up by the planners.

The following materials should be included in the registration packet:

—A copy of their registration form (for the teacher)
—Copies of the conference program for each participant
—Name tags for each participant*
—Lunch tickets for each participant*
—A map of the campus (may be included in conference program)
—Emergency numbers and contacts, including on-campus support groups
  (may be included in program)
—Participants' fact sheet (optional)
  (this would be a list of all the participants or at least their school name, and any environmental actions in which they are currently involved or in which they have an interest).
—A list of site or campus rules
—Evaluation forms for each participant
—Participant involvement in environmental issues fact sheet (optional)
—t-shirts for those who have ordered them
—tickets for door prizes (optional)

*Small items such as these may be stored in separate envelopes to avoid loss.

Copies of the participant data sheet can be stapled to the packets for easy identification and to serve as a check list for making sure the proper number of items is in each packet.

The Day of the Conference—registration

To facilitate registration, you should have the following people involved:

- — Someone who checks in the participants, hands out the registration packets, and provides basic information about the conference, such as the location of the exhibits and the keynote speaker. This person should have a registration book which contains copies of the participant data sheets. If there are any missing data or questions, this should be highlighted when the packets are being developed. The participant can then be asked to fill in the information when they register. Another person could help organize the packets and provide general assistance.
- — A second person in charge of walk-ins. This person would have participants fill in registration forms and would need an assistant to help collate packets on the spot.
- — If t-shirts are being sold here, a third person could take care of this. This person could also function as an assistant to the two people listed above. It may be less confusing to have t-shirts distributed and sold in the exhibits area.
- — You may want to have an extra person on hand to greet the participants and provide initial direction. Like a triage position, this person could prevent unnecessary confusion.
- — If there are more people available to help, they could be around to run errands, provide directions, etc.

You will need volunteers to bring the packets to registration and plenty of space to store the packets at the registration location. To avoid confusion, set up two or if possible, three separate stations. One for pre-registered participants, one for walk-ins, and another for t-shirt sales.

A final note, keep close track of any money that you are charging and continuously put it away in safe places. Remember to keep receipts of all transactions.

✓ Check list of duties for Registration Committee

Before conference—Pre-registration

- ___ develop registration form
- ___ send out registration form
- ___ keep data base of registrants
- ___ send out confirmation post cards
- ___ make and label packets for conference participants
  - packet contents:
    - ___ meal tickets
    - ___ program
    - ___ name tags
    - ___ t-shirt (distribute according to size and quantity)
    - ___ evaluation form
    - ___ list of participants (and contacts)
    - ___ campus and/or conference site rules etc.
    - ___conference participant "Fact Sheet" (Optional)
    - ___name tags
      - ___for participants (write their own)
      - ___for volunteers
      - ___for exhibitors and presenters
- ___ Set up t-shirt distribution

Day of conference — Registration

Make sure there are people to perform the following duties:

- ___ Triage (optional)
- ___ Person in charge of walk-ins (fill in registration sheets, keep track of money, registration packets, name tags)
- ___ Hand out registration packets
- ___ T-shirt distribution and sales, keep track of money
- ___ Student floaters (give directions, be on call for last minute errands and details)
- ___ Clean up area when registration over

Time line for the Registration Committee

Month 1
Develop registration form

Month 2
Send out form and set up and maintain data base

Month 3
Send out confirmation cards

Month 4 and day of conference
Prepare registration packets
Register participants

CONCLUSION

This manual has been developed to provide advice and guidance for designing a conference on environmental action for high school students. Since every conference will have its own needs and concerns, it isn't possible to cover all areas of planning for every conference. As you plan your conference, you'll find that some of the information within this manual is very helpful. Other recommendations, however, may not apply or may not be appropriate for your conference.

If, during the planning and implementation of your conference, you come up with new ideas or approaches to planning this conference or have found this manual to be lacking in any area, please share it with us by writing the Wisconsin Center for Environmental Education (WCEE). The address has been provided below. Inevitably, this manual will need to be updated. Your ideas will be included if suitable.

You are commended for taking on this rewarding challenge of designing a conference for a part of society that is too often ignored. Congratulations and good luck!

High School Environmental Action Conference Planners
Wisconsin Center for Environmental Education
LRC/UW — SP
Stevens Point, WI 54481
(715) 346 - 4973

APPENDIX

BUDGET

Fortunately, the procedure for budgeting for a single day conference, such as proposed here, is quite simple. Some suggestions which will help you develop and implement your budget follow.

First, have each subcommitte identify and list all expenses and credits they expect. This listing should be as detailed as possible. The previous year's budget can serve as a beginning guideline. A sample budget for the exhibits committee is shown below.

SAMPLE SUBCOMMITTEE BUDGET
EXHIBITS COMMITTEE

Expenses	
Table rental	$ 25.00
Signs for exhibit hall	10.00
Printing (brochure and confirmation letters)	10.00
Mailing of brochures and confirmation letters	36.25
TOTAL EXPENSES	$ 81.25

Credits	
25 tables rented at $10.00	$250.00
TOTAL CREDITS	$250.00
BALANCE = Credits - Expenses	$168.75

Other samples of expenses and credits

Expenses	Credits
Meals	Registration fee
Printing:	Exhibits fee
Calls for presenters & exhibitors	Grants
Program brochures	T-shirts or other sales
Registration forms	
Postage	
T-shirts	
Facility rental	

Note that some subcommittees will primarily be dealing with expenses (e.g., program) or credits (registration, exhibits).

After examining the subcommittee budgets, prepare an overall budget which can be shared at a meeting of subcommittee chairpersons. Here, fees (registration, exhibits) and expenses can be negotiated to meet the current year's needs. It is desirable to plan for a net profit that will allow some seed money for planning the following year's conference. To balance the budget and provide a surplus, registration or exhibitors fees may have to be increased, or grants sought. On the other side of the column expenses may have to be reduced; for example, local presenters can be sought to keep stipend fees low or sponsors may be sought to underwrite a meal or speaker.

DEPOSIT SLIP
UNIVERSITY OF WISCONSIN - STEVENS POINT

From: Department or Organization	Source of Funds:	Department Deposit Number:	Department Receipt Numbers:
		Cashier Receipt Number:	

Submit to Bursar's Office in duplicate.

* See statutes relating to provisions governing sales tax collections

Name of Account	Account Code & Class Code	Non-Taxable Receipts	* Taxable Receipts	Taxes Deposited
	-			
	-			
	-			
	-			
	-			
	-			
	-			
	-			
	-			
TOTALS				

DEPOSITED IN FORM OF: SILVER $______ CURRENCY $______ CHECKS $ ______ TOTAL $______

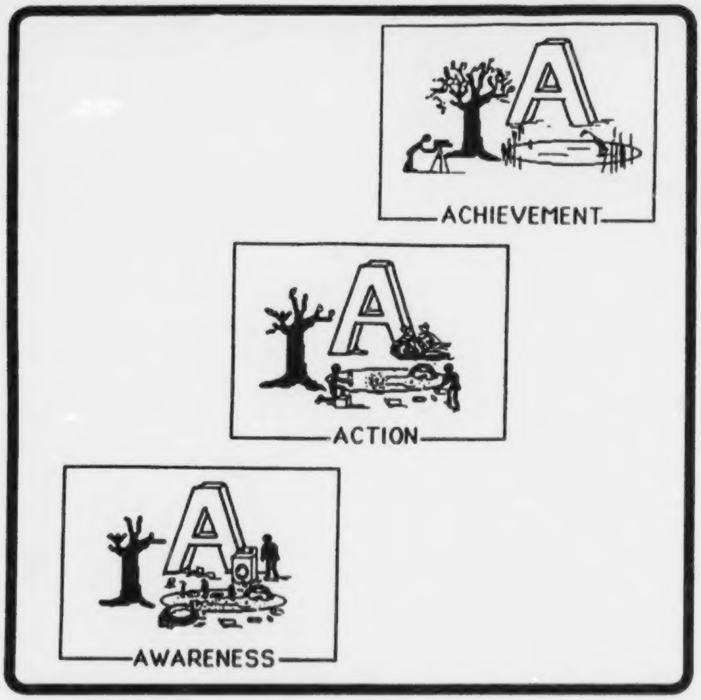
53

54

Prepared By: | Tel. Ext. | Date:

4-1-77

APPENDIX B



WELCOME
TO THE
1991
WISCONSIN HIGH SCHOOL ENVIRONMENTAL ACTION CONFERENCE

You are the future leaders of this world. You are today's and tomorrow's action takers. This conference was planned to provide you with the **awareness** of important environmental issues, the **action** skills needed to be an action taker, and the motivation to take action through the **achievement** of others. Look towards the future with your actions today.

Sponsored by:
The Institute of World Affairs
Wisconsin Association for Environmental Education
Wisconsin Center for Environmental Education
Wisconsin Environmental Education Board

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KEYNOTE SPEAKER

Wisconsin Representative

STAN GRUSZYNSKI

Representative Stan Gruszynski (D-Stevens Point) is beginning his fourth term in the WI Assembly. A full-time legislator, Gruszynski graduated magna cum laude from Northland College in 1971 and did graduate work at the U.W.-Stevens Point in 1983.

Gruszynski is currently Chair of the Assembly College and Universities committee and serves on the Natural Resources and Rural Affairs committees.

He is a member of the Izaak Walton League, and the Wetlands Conservation League.

JOIN CAPTAIN ECOLOGY FOR LUNCH

Superhero and Promoter & Protector of Environmental Wellness

Captain Ecology promotes environmental wellness and action through his music. He will be bringing us his message during lunch. Come and by inspired!!!!

The Captain will also have copies of his cassette, CD, and T-shirts available in the Exhibit area.

ON TO THE FUTURE

Come to the Program Banquet Room during the 3 pm session and learn what our future holds. Bring your ideas for next years conference. Doorprizes will be awarded and you must be present to win!

SCHEDULE

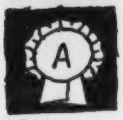
9:00 - 10:00	Registration Exhibits	Concourse Program Banquet Room
10:00 - 11:00	Keynote Speaker- WI Rep. Stan Gruszynski	Program Banquet Room
11:00 - 12:00	Concurrent Session A	see Session A listing (page 4)
12:00 - 1:00	Lunch Entertainment: Captain Ecology	Wisconsin Room
1:00 - 2:00	Concurrent Session B	see Session B listing (page 5)
2:00 - 3:00	Concurrent Session C	see session C listing (page 6)
3:00 - 4:00	ON TO THE FUTURE!!	Program Banquet Room

CONCURRENT SESSIONS

Students should choose one presentation from each of the three concurrent sessions at 11 am, 1 pm, and 2 pm. The presentations have been identified as addressing one of the three strands - awareness, action, or achievement.

The **AWARENESS** presentations will provide information on environmental topics which you might be interested in becoming more involved.

The **ACTION** presentations will focus on specific skills which will be useful in taking positive, effective environmental action.



The **ACHIEVEMENT** presentations will highlight the success stories in environmental action-taking.

LUNCH

A catered lunch will be provided in the Wisconsin Room beginning at noon. The cost of the meal is included in your registration fee. You MUST bring the colored meal ticket (found in your conference folder) with you in order to eat. Captain Ecology will be performing during the lunch hour.

DOORPRIZES

Doorprizes will be awarded during the lunch hour and during the 3 - 4 pm session. All conference participants are eligible but you must be present to win!!

CONCURRENT SESSIONS

SESSION A 11:00 - 12:00

Acid Rain
Bob Martini (WI Department of Natural Resources)
Wright Lounge

Little Rock Lake in northern WI was the site of a study to assess the impacts of acid deposition on the aquatic environment. This session will highlight the findings of the study and provide an update on acid rain in WI.

There's More To Mining than Minerals
Barbara Roberts (Co-Coordinator, WI River Country Sierra Club) and Mike Young (Marathon County Zoning Dept.)
Mitchell Room

Nonmetallic mining is an important industry in Wisconsin. But, what happens after sand, gravel, stone, clay, and other nonmetallic materials are removed from the land? Learn about Marathon County's Nonmetallic Mining Reclamation code. Become environmental activitsts by working to get a statewide law passed.

Treaty Rights and the Environment
Jim St. Arnold (Great Lakes Indian Fish and Wildlife Commission)
Marquette Room

With the right to harvest comes the responsibility to protect. Presenter will discuss treaty rights, and the impact of these rights on the environment, and tribal resource/environment enhancement programs and efforts. Come with questions.

Population is Part of the Pollution Equation
Susan Straley (Zero Population Growth)
Communication Room

The activity of everyone impacts the quality of the environment. In 1990, world population increased by 90 million. More people means more impact on the environment. What can you do to lessen your impact on the earth? Learn about world-wide efforts to sustain human population growth and increase the quality of life for people everywhere, and what you as an individual can do to help.

Interpersonal Communication: Looking to the Inside World to Communicate to the Outside World
Kimberly Brewbaker
Garland Room

Trying to persuade and educate individuals or groups is greatly dependent on our beliefs, values, and attitudes. Understanding interpersonal behavior is tremendously helpful when communicating with others. Through group exercises, role plays, and discussions, we will examine our communication strengths and weaknesses in order to improve our interpersonal skills.

Global Environmental Decision Making
Clayton T. Russell (Sigurd Olson Environmental Institute)
Nicolet Room

Students will role play a variety of global situations such as 3rd world poverty and affluent nations status. All students will be involved in nation delegations responsible for economic, environmental and ethical decisions.

Key to Effective Lobbying
Caryl Terrell (WI Sierra Club)
Turner Room

As a lobbyist, you can have a lot of power, even if you're "just a high school student," because you will be a voter soon. Lawmakers realize this, and most of them also feel the need to represent the views of all of their constituents, including you. This session will introduce you to the what's, how's and why's of lobbying.

Starting a Water Quality Monitoring Program
Suzanne Wade (Riveredge Nature Center)
Red Room

What does it take to get students and teachers out of the classroom and into an exciting study of a complex environmental problem: Water quality. Presentation will include the ways and hows of developing a water quality monitoring program that connects students from many high schools through telecommunications.

So You Want to Start a Recycling Program In Your School? Green Room
Sue Helback (Wausau West High School)

Last year, recycling was voluntary in our school for aluminum cans, paper, glass, newsprint, and tin. This year it's mandatory. Learn how our pilot program is implemented. Maybe your school could even earn money!

Grant Me an Environmental Education Station Muir-Schurz Room
Don Lutz (Marathon City)

The presenter will explain how he applied for several grants, and organized fund raisers to develop an environmental education station. The facility which is adjacent to the school contains a pond, prairie grass area, aboretum, weather station, board walks, and a high-quality telescope. He will also explain how the students use the facility. Hand outs will be available.

SESSION B 1:00 pm - 2:00 pm

Landscaping for Bio-Diversity Green Room
Terry Daulton Dunn (Sigurd Olson Environmental Institute)

An aerial photograph of Wisconsin would reveal a patchwork of habitat types separated by human-induced barriers. How does human "landscape architecture" affect the blue-spotted salamander, the tiny ovenbird, or the eastern timber wolf? Is "old growth" forest more than big trees? This workshop will be a hands on exploration of the concepts behind biological diversity and the challenges of managing habitat for "old growth" conditions.

The Audubon Effort to Bring Balanced Management to Our National Forests Mitchell Room
Sharon Clark Gaskill (WI Audubon Council)

Wisconsin Audubon Council has challenged the U.S. Forest Service and its Land and Resource Management Plans for the Nicolet and Chequamegon National Forests in Wisconsin. By failing to consider basic ecological principles of conservation biology, the sustainability of plant and animal communities within the forests is threatened. Sharon will discuss how the Wisconsin challenge coordinates with nationwide efforts to reform the Forest Service.

Zebra Mussels: Battling Their Mischievous Way Turner Room
Ted Keveklis (WI Public Service)

Tiny shellfish called zebra mussels are invading the Great Lakes and are posing a threat to inland lakes and rivers as well. These fast reproducing mussels raise havoc with industries and seriously hurt fish populations. During the talk we will cover the problems zebra mussels cause, what's being done to combat them and what boaters can do to prevent their spread.

Wisconsin River Issues Muir-Schurz Room
Bob Martini (WI Department of Natural Resources)

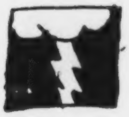
The Wisconsin River runs through the heart of Wisconsin. What are the issues surrounding it? Learn what has happened during the recent relicensing of all dams on the river by the Federal Energy Regulatory Commission.

Population is Part of the Pollution Equation Communication Room
Susan Straley (Zero Population Growth)

The activity of everyone impacts the quality of the environment. In 1990, world population increased by 90 million. More people means more impact on the environment. What can you do to lessen your impact on the earth? Learn about world-wide efforts to sustain human population growth and increase the quality of life for people everywhere, and what you as an individual can do to help.

Editor's Perspective on Natural Resources and the Environment as News Bill Berry (Stevens Point Journal)	Garland Room

News media is an effective way to tell others about issues which concern you. Learn how to address a news editor and make sure issues that concern you get written up in the newspaper.



Saving the Rainforest Through Student Action Bruce Calhoun (Save the Rainforest)	Wright Lounge

This session will feature a slide show about tropical rainforests. It will include information on how students can help save rainforests, and how they can enroll in rainforest classes that are conducted in the tropics.

How to Work with Public School Administration to Get Results Curtis G. Powell (Tomahawk District Administrator)	Marquette Room

Tired of hearing "that's a terrific ideal, but it is not in the budget"? Have your ever wondered how to get it in the budget? Spend some time with a practicing district administrator and learn some practical approaches to the "how".

Be Cool and Environmentally Correct: Be an Environmental Consumer Jim Barrett and Tammy Ortengren ("Cool" UWSP Students)	Nicolet Room

Come and learn how to do your part for the environment by what you can do and what you can purchase without losing your cool. Share your environmentally sound habits with others and learn some new ones, too.

Developing an Active School Environmental Organization Jeff Wright (President of CHANGE, Stevens Point Area Senior High)	Red Room

Citizens Helping A Now Growing Earth, CHANGE, is an environmental action group. We have organized numerous clean ups and other activities. This presentation will teach you ideas and ways to start-up and make a successful environmental organization. This will be run by students for anyone. The presenters are excited to share some great ideas. So please join us.

SESSION C 2:00 pm - 3:00 pm

Non-Point Source Pollution--Challenge of the 1990's Tom Blake (WI Department of Natural Resources)	Turner Room

Non-point source pollution (NPS) is a monumental problem in Wisconsin and worldwide. Polluted rural and urban runoff is degrading many of our streams, lakes and ground water resources. We all contribute to this irresponsible and preventable source of water pollution. This session will deal with identifying NPS pollution, its remedies and how we can individually get involved.

SEAC and High School Students J. Burger (SEAC Region 5 coordinator)	Communications Room

The Student Environmental Action Coalition is a grassroots organization dedicated to building power among students involved in environmental and social action. High school students are a part of this rapidly growing organization. Come hear more about the organization and how you can become involved.

Caring for the Earth: The Development of an Environmental and Natural Resources Career Workshop for Young Women Lauren Ebbecke (Co-organizer of "Caring for the Earth")	Garland Room

"Caring for the Earth" is a two-week residential camp program for girl scouts cosponsored by nationally recognized Girl Scouts Wider Opportunities Program and the UWSP College of Natural Resources. The Girl Scouts explore career opportunities for women in the field of natural resources.

WCEE--Reaching Out to Wisconsin's Teachers and Students LaFollette Lounge
WCEE Staff

Wisconsin Center for Environmental Education (WCEE) was established by state mandate in 1990, to promote the development, dissemination, implementation, and evaluation of environmental education (EE) programs in Wisconsin. Along with a tour of the WCEE and its resources, Dr. Randy Champeau, Director of the Center, and Dr. Yvonne Melchtry, WCEE staff and coordinator of the WI School System EE Network, will discuss the WCEE goals, programs, and services. (session for teachers--students welcome)

Environmental Action Through Environmental Groups Red Room
Dennis Yockers (WI Department of Natural Resources) - moderator
Sharon Clark Gaskill (Audubon)
Caryl Terrell (Sierra Club)
Benita Walker (The Nature Conservancy)

Come learn about 3 successful environmental groups - their philosophies, their strategies, and their accomplishments.

Saving the Rainforest Through Student Action Wright Lounge
Bruce Calhoun (Save the Rainforest)

This session will feature a slide show about tropical rainforests. It will include information on how students can help save rainforests, and how they can enroll in classes that are conducted in the tropics.

How to Work with Public School Administration to Get Results Marquette Room
Curtis G. Powell (Tomahawk District Administrator)

Tired of hearing "that's a terrific ideal, but it is not in the budget"? Have your ever wondered how to get it in the budget? Spend some time with a practicing district administrator and learn some practical approaches to the "how".

Get the Word Out!! How to Run an Effective Media Campaign Green Room
Wendy Wagner-Kraft (UW-SP student of EE/environmental communication)

No matter how hard you work towards the success of an event it will be effort ill spent unless your media campaign is an effective one. This session will focus on how to mange a successful media campaign and the creative tools that are available for you to use.

"Environmentalize" Your School Through Recycling Mitchell Room
Scott Lee (Trempealeau Elementary School)

Trempealeau elementary school has collected and recycled over 27,000 pounds of aluminum and 10,000 pounds of school paper over the past four years--at in a k-6 school of 300 students in a community of under 1,000 people. The money raised, over $9,700 has all been earmarked for environmental programs. A 30 foot bird display case, a 125 gallon native fish aquarium, a courtyard area turned into a bird sanctuary, the adoption of an eagle nest, and wolf pack, the creation of an Environmental awareness day, and other programs have all been funded with this money.

> *Nobody makes a greater mistake than (s)he who did nothing because (s)he could only do a little.*
>
> *Edmund Burke*
>
> *We must sail sometimes with the wind and sometimes against it, but we must sail, and not drift, nor lie at anchor.'*
>
> *Oliver Wendell Holmes*

EXHIBITS

Stroll on up to the Program Banquet Room and meet representatives from various environmental organizations and agencies. Exhibits will be open from 9:00 am to 4:00 pm, except during the lunch hour from 12:00 to 1:00 pm.

Exhibitors include:

Captain Ecology	Shane Totten
Earth Society (Lincoln H.S. - WI Rapids)	Harvey Hayden
Here Tomorrow	Jill Mason
Intra-State Recycling	Karin Sieg
P.O.W.E.R. (Promoting Options for Wise Energy Regulation)	Lynn Mosurinjohn
Save the Rainforests	Bruce Calhoun
Stevens Point Area Co-op	Juanita Keller
Wisconsin Association for Environmental Education	Meta Reigel
Wisconsin Department of Natural Resources	
Recycling Educator	Carole Hubbard
Air Management Specialist	Joe Ancel
Education Specialist	Sherry Klosiewski
Wisconsin Public Service	Joanne Leonard
Zero Population Growth	Liza Barron

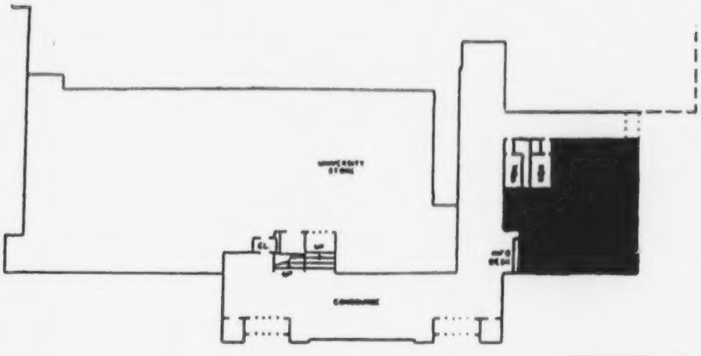
* Also, be sure to check out the tables with information on:

environmental fundraising ideas
environmental awards

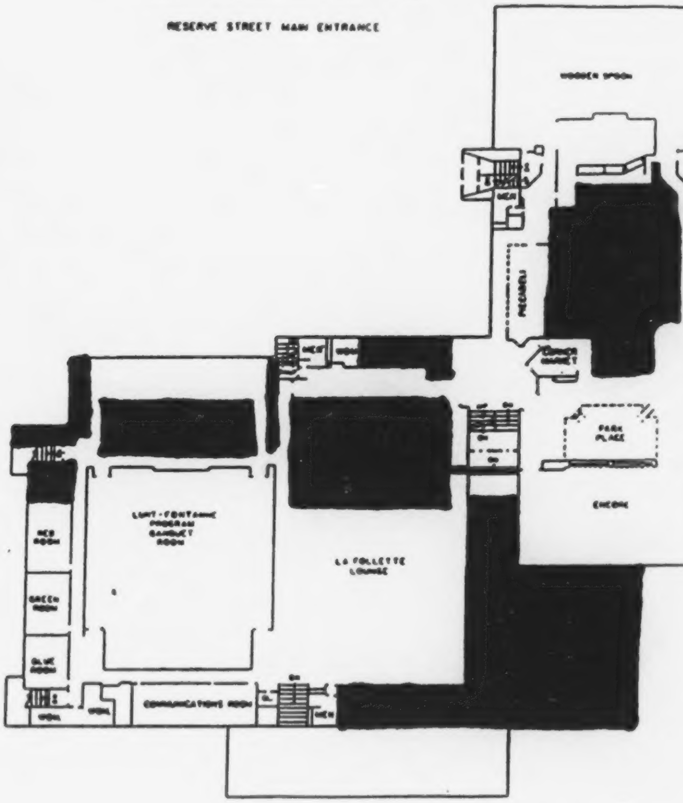
> *One must learn by doing the thing;*
> *for though you think you know it*
> *you have no certainty, until you try.*
> *Sophocles*
>
> *Action is its own reward.*
> *Spiderman*

MAPS

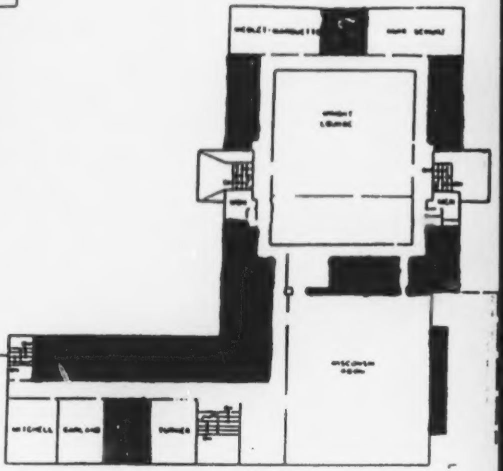
UNIVERSITY CENTER
CONCOURSE LEVEL FLOOR PLAN


UNIVERSITY STORE
CONCOURSE
INFO DESK
RESERVE STREET MAIN ENTRANCE

UNIVERSITY CENTER
100 LEVEL FLOOR PLAN


WOODEN SPOON
MEN
WOM
CORNER MARKET
PARK PLACE
ENCORE
LUNT-FONTANNE PROGRAM BANQUET ROOM
LA FOLLETTE LOUNGE
RED ROOM
GREEN ROOM
BLUE ROOM
COMMUNICATIONS ROOM

UNIVERSITY CENTER
200 LEVEL FLOOR PLAN


WRIGHT LOUNGE
WISCONSIN ROOM
MITCHELL
GARLAND
TURNER

BEST COPY AVAILABLE

CREDITS

All those individuals who spent evenings in planning meetings, on the telephone coordinating presenters and exhibitors, and doing the "leg work" which is vital to a conference such as this deserve a big round of applause:

John Cler
Kris Hughes
Mary Jarvis
Susan Helbach
Dennis O'Flyng
Sarah Cough
Dean Sauers
Pat Marinac
Joe Rapacy
Dan Sivek
Anne Green
Jennie Lane
Lauren Ebbecke
Meta Reigel
Phyllis Peri
Travis Hilliard
Angela Zimmerman
Abby Ruskey
Cheryl Geary
Penny Untledt
students of NR 300/500 - Foundations of EE

ENERGIZE FOR ACTION

1992 Wisconsin High School
Environmental Action Conference

WELCOME! Energize for Action is Central Wisconsin's only environmental conference just for high school students. We hope you find lots of useful ideas here and meet other students with the same interests.

Take advantage of the day and check out the UW-SP campus. UW-SP has the largest undergraduate College of Natural Resources in the United States. The Wellness program is also internationally recognized for quality programs.

Enjoy the day and please complete an evaluation so we can make next year's conference a success. Thank you!

PROGRAM AT A GLANCE

9:00 - 10:00	Registration, Exhibits open
10:00 - 11:50	Keynote speaker - Spencer Black
11:00 - Noon	Concurrent Sessions/workshops A
Noon - 12:50	Lunch
1:00 - 1:50	Concurrent Sessions/workshops B
2:00 - 3:00	Keynote: "The message from Rio"

IN THE NEWS: *Once again we are confronted by a leadership that seeks to wean the nation away from oil.*

-Charles DiBona - President, American Petroleum Institute

PROGRAM

9:00 - 10:00 REGISTRATION & EXHIBITS

Exhibits are located in the Program Banquet Room (see map in back of booklet) and include:

- -Earth Society
- -Environmental Educators and Naturalists
- -Stevens Point Area Co-op
- -Wisconsin Center for Environmental Education
- -UW-SP College of Natural Resources
- -Wisconsin Public Service

10:00 - 10:50 KEYNOTE SPEAKER: Representative Spencer Black
77th Wisconsin Assembly District. Program Banquet Room

Representative Black will provide a perspective on where Wisconsin is environmentally and energy-wise.

Mr. Black has been a vocal advocate for the environment in the Wisconsin legislature. He is a former high school teacher, curator of education, and Sierra Club conservation representative. In the assembly, Mr. Black has served on environmental committees including: natural resources, environmental resources and utilities, and radioactive waste review board.

11:00 - 11:50 CONCURRENT SESSIONS/WORKSHOPS A

Earthkeeping - Learning Wisconsin's Landscape through Healing It. Brock Woods/Molly Murray. University of Wisconsin Arboretum. Improving and recreating native Wisconsin ecosystems, such as prairie, on school grounds can be an effective vehicle for hands-on environmental education. This program offers real-life environmental problem solving, suitable for any school yard, as an empowering, motivating, learning, and energy-saving activity. **Communication Room**

Recycle TV. Chris Beimborn, City of Milwaukee Recycling Office. When a group of students from six Milwaukee high schools decided to motivate teenagers to recycle, their hard work and creativity resulted in the production of "Recycle TV", an award winning video that is seen throughout Milwaukee. Learn about the project and see Recycle TV itself in this session. **Green Room**

Wausau West's Environmental Club. Sue Helback and students, Wausau West. We'll describe how we organized, our mission, and goals. Hear about our projects - Wisconsin River clean-up, school recycling, Earth Week, and fund-raising - and tell us about yours. **Blue Room**

Earth Society. Members of Earth Society - Lincoln High School, Wisconsin Rapids. What do Earth Society members do to improve the environment over the course of a year? Campus clean-up, fund raisers, memberships in other groups such as the Timber Wolf Alliance, and more. **Red Room**

Natural Resource Careers and UW-SP Natural Resource Programs. Sue Kissinger, College of Natural Resources. Find out about career opportunities in natural resources and how CNR programs can prepare you for these careers. **Mitchell Room**

Renewables are Ready. L. Dean Sauers, Wisconsin Association for Environmental Education. Experience activities from the Union of Concerned Scientists' outstanding "Renewables are Ready" curriculum for junior and senior high classrooms. (This session is primarily for teachers.) **Garland Room**

Environmental Aspects of Generating Energy. Jeff DeLaune, Research and Development Consultant for Wisconsin Public Service. Coal, hydro and wind generation in Wisconsin and their environmental impacts. **Turner Room**

NOON - 12:50 LUNCH. Wisconsin Room

1:00 - 1:50 CONCURRENT SESSIONS/WORKSHOPS B

Earthkeeping - Learning Wisconsin's Landscape through Healing It. Brock Woods/Molly Murray. University of Wisconsin Arboretum. Improving and recreating native Wisconsin ecosystems, such as prairie, on school grounds can be effective hands-on environmental education. This program offers real-life environmental problem solving, suitable for any school yard, as an empowering, motivating, and energy-saving activity for students of all ages. **Communication Room**

The Most Excellent Water Action Programs. Suzanne Wade - Environmental Resources Center, UW-Madison. Students are making real changes in environmental quality in southern Wisconsin. Learn how you can participate in the Nonpoint Source Pollution Priority Watershed projects by teaming up with landowners and county staff to do rewarding projects on local streams. Programs such as Testing the Waters, Project FIRST, WaterWatchers and Signs of Success will be highlighted. **Green Room**

Adopt A Lake. Chari Towne, UW-SP College of Natural Resources. Through the Adopt a Lake program, school groups and environmental organizations have the opportunity to learn about aquatic ecosystems and become actively involved in the protection of water resources at the local level. Find out how to get involved and what others have done. **Red Room**

Environmental Enterprise: A New High School Course. Harvey Hayden - Lincoln High School, Wisconsin Rapids. Environmental Enterprise is unique interdisciplinary, course team taught by an English and Biology teacher during a two hour block. The focus is for students to investigate and evaluate environmental issues and actions. Hear about the instructors' experiences in their first semester. **Mitchell Room**

"A Day in the Life of..." Juanita Keller, Stevens Point Area Co-op. Learn how the changed diet of Americans in the 90's has affected not only our health but the environment as well. **Garland Room.**

WATT'S Going On in Your School? Dr. Dennis Yockers, Wisconsin Department of Public Instruction. If you could give a grade to your school on its energy practices, what would that grade be? Is your school using energy wisely? Session participants will learn about and discuss how to get involved in an energy audit of their school. **Turner Room**

CONTINUED ON NEXT PAGE

CONCURRENT SESSIONS/WORKSHOPS B, continued...

Carol Welling - Midwest Renewable Energy Association. Become a more educated energy consumer! This workshop will provide an overview of renewable energy sources and energy efficient technology. Participants will discuss the effects of lifestyle and technology choices on energy consumption. See and handle energy devices. A demonstration of solar power will be included if the sun shines. **Blue Room**

2:00 - 2:55 KEYNOTE PRESENTATION: MESSAGE FROM THE EARTH SUMMIT.

Susan Nocella - Senior at Wauwatosa East High School.
Stephanie Stern - Sophomore at Nicolet High School, Fox Point.

What led to the Earth Summit and Global Forum in Rio de Janeiro and what were it's results? What does the future hold? Hear the impressions of two students who were there - feelings, notes from a diary, and a poem.

Thank you for joining us! Hope to see you in '93!

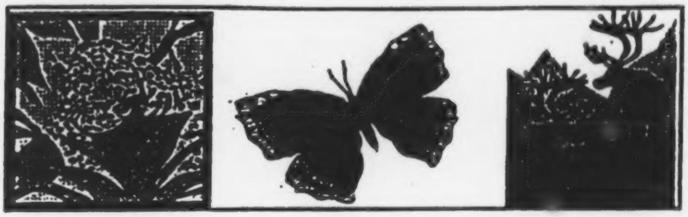
NOTES

The time is always right to do what is right.

-Martin Luther King, Jr.

the diversity of life:

the third high school environmental action conference



wednesday, december 1, 1993
university of wisconsin - stevens point

the diversity of life celebrates the importance of maintaining variety in all of Earth's ecosystems and species. Presenters and exhibitors will share their stories and offer help for high school students wanting to maintain natural diversity in their surroundings.

Welcome to the Third Annual High School Environmental Action Conference! This conference is Central Wisconsin's only environmental conference just for high school students. There are a variety of presenters and exhibitors here from the Midwest.

Take time to check out the day's events. Before you leave, please complete an evaluation so that we can make next year's conference even better!
Thank you.

Sponsored by:
Wisconsin Association for Environmental Education
Wisconsin Center for Environmental Education

The Value of biodiversity is more than the sum of its parts.

Bryan Nortan

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PROGRAM

KEYNOTE SPEAKER

Save the Rainforests

Bruce Calhoun

Bruce Calhoun is the President of "Save the Rainforest". He will give a slide presentation on why tropical rain forests are being destroyed, the implications of deforestation, and what is being done to slow down the deforestation rate. His talk will relate directly to what students can do to help preserve rain forests.

Registration and Exhibits

8:30-2:00

Exhibits are located in the Laird Room (Program Banquet Room-see map in back of the booklet) and include:

-Wisconsin Department of Natural Resources

-Stevens Point Area Co-op

-Wisconsin Center for Environmental Education

-National Wildlife Federation

-UW-SP College of Natural Resources

-Central Wisconsin Environmental Station

-Wisconsin Association of Environmental Education

-UW-SP Environmental Educators and Naturalists Association

-Intra-State Recycling Corp.

-Project WILD/PLT

-Lincoln High School

-Outdoor Skills Center

-Berlin High School-ECAEP

-Midwest Renewable Energy Association

-Wisconsin Public Service

SCHEDULE

8:30-9:30	Registration Exhibits	Concourse Laird Room*
9:30-10:20	Welcome- Keynote Bruce Calhoun Save the Rainforests	Laird Room
10:30-11:15	Concurrent Session I	(see session descriptions for each location)
11:15-11:30	Break, Exhibits	
11:30-12:15	Concurrent Session II	
12:15-12:55	Lunch	Wisconsin Room
1:10-1:55	Concurrent Session III	
2:00-3:00	"To Save the Planet", a musical performed by the New Hope Productions theatrical troupe Closing	Laird Room

*Note-The Laird Room was previously called the Program Banquet Room.

CONCURRENT SESSIONS

Students should choose to attend one presentation from each of the three concurrent sessions.
* Denotes sessions of high teacher interest. Enjoy!!

LUNCH

A catered lunch will be provided in the Wisconsin Room beginning at 12:15. The cost of the meal is included in your registration fee. You MUST bring the gray meal ticket (found in your conference folder) with you in order to eat.

> *We cannot change others, but when we change ourselves,*
> *we may end up changing the world.*
> *Melodie Beattie*

CONCURRENT SESSIONS

SESSION I 10:30 am– 11:15 am

A Day in the Life. . . Communication
Juanita Keller– Stevens Point Coop Room
Learn how the foods you eat can affect the quality of life for all living things and the entire environment here on earth. Choosing organic, bulk, chemical-free foods helps save our planet. We will also discuss vegetarian diets and sample good, whole foods.

Reflections from the 1st National Youth Environmental Summit Room
New Hope Productions Children's Theatre Troupe 125A
Troupe members who served as delegates for C.A.P.E (Children's Alliance for Protection of the Environment) and attended this event share their impressions and experiences of a youth-organized Environmental Action conference: What were the strengths and weaknesses of the event, what did they gain or actively contribute to the experience?

Milkweed, Clean Air & You Red
Al Stenstrup & Jennifer Morgan DNR Room
After 20 years the fight against air pollution is getting tougher. Carpooling, lawn mowers and open burning are some of the issues that will impact all Wisconsin citizens. What actions can you take? Your school? Your family? Discover biomonitoring techniques using milkweed to determine ozone damage.

Letter Writing as Environmental Action Blue
Jim Olson, Conservation Chair, Sierra Club John Muir Chapter Room
This presentation will involve students in the exploration of purpose, audience, style and emphasis in writing various types of letters to promote biodiversity.

*Hands-on Action!** Green
Valeri Humphrey, DNR Education Programs Coordinator Room
Get your students involved in hands-on action projects and environmental education activities that will build their knowledge base, and ability to theorize and problem solve. Both Projects WILD and Learning Tree have exciting new components specifically designed for secondary students. Explore these new routes to creating community learning networks, instigating environmental improvement projects, and exploring real-world issues.

Project W.U.L.P... Garland
*Wetland Understanding Leading to Preservation** Room
Sterling Strathe, Outdoor Skills Center
Seventy-five percent of the existing wetlands in Wisconsin have been destroyed since our ancestors settled this region. Those remaining few are extremely important for the diversity of life they hold and the many functions they play in maintaining the health of this planet. Project WULP provides an assemblage of wetland educational activities for both the classroom and the field. Discover how you might help share this program with students in your school.

Going Wild-Creating Diversity on Your School Site Turner
Dr. Dennis Yockers, Wisconsin Dept. of Pulbic Instruction Room
How "green" is your school site? Is it ecologically healthy? The "why's" and "hows" for improving the biological diversity of school sites will be discussed. Examples of school site projects and activities will be highlighted.

An Introduction to Prairie Restoration for Wisconsin Schools

Mitchell Room

Molly Fifield Murray, U of W Madison Arboretum

This session will introduce you to the use of restoration on school sites as a basis for environmental education. The program includes meeting prairie plants up-close and personal; an introduction to prairie history and celebration of the prairie.

Strengthening the Endangered Species Act

Nicolet Room

Lisa S. Yee, Midwest Endangered Species Campus Organizer, National Wildlife Federation

This session will present student strategies for strengthening the Endangered Species Act and making legislators accountable.

Cool It! Program

Marquett Room

Neil Michaud, Midwest Cool It! Campus Organizer, National Wildlife Federation

An Introduction to National Wildlife Federation's Backyard Habitat Program: Developing Strategies for Wilderness and Species Protection on Campus.

SESSION II 11:30 am - 12:00 pm

Environmental Enterprise-Taking Action

Communication Room

Harv Hayden, Lincoln High School, Wisconsin Rapids

Environmental enterprise is an integrated Science/English environmental course that has been taught for one year. The two team-teachers involved will give a presentation on the development and teaching of this unique environmental issue investigation course. Taking action on environmental issues is the final outcome of environmental enterprise.

Collaborating to CREATE Change: Applying Art to Environmental Education

125-125A Room

New Hope Production's Theatre Troupe

Troupe members will lead a workshop utilizing theatre arts games and exercises to heighten collaborative skills and demonstrate the benefits of artistic collaboration, especially toward a common cause.

Project Salamander

Red Room

Patrick Arndt, Berlin High School

Students at Berlin High School are doing field research to determine the status of salamander populations around the Berlin area. The project involves collection, identification, marking, and releasing of these amphibians. The presentation will include slides and techniques to successfully capture salamanders. Furthermore, the presentation will outline how your school can get involved in Project Salamander in your area. Live specimens of salamander species will be on display.

Tough Decisions

Blue Room

Ginny Carlton, UWSP Environmental Education graduate student

"How do we decide?"

This session will explore the choices that have to be made regarding the values of endangered species.

Tropical Rain Forests and Coral Reefs-What are the Connections?

Green Room

Susan Heibach, Wausau West High School

Travel to Belize to learn about their rain forests. See the indigenous plants, animals and people. Journey on a sailboat to experience the underwater life along Belize's pristine barrier reef. Watch out for manta rays, colorful tropical fish and the delicate coral. What are the connections? Hint: both ecosystems are diverse and threatened. Come hear the facts about their destruction.

Project W.U.L.P... Garland
*Wetland Understanding Leading to Preservation** Room
Sterling Strathe, Outdoor Skills Center
Seventy-five percent of the existing wetlands in Wisconsin have been destroyed since our ancestors settled this region. Those remaining few are extremely important for the diversity of life they hold and the many functions they play in maintaining the health of this planet. Project WULP provides an assemblage of wetland educational activities for both the classroom and the field. Discover how you might help share this program with students in your school.

Natural Diversity and Human Populations Turner
Ted May, ZPG, UWSP staff Room
Participants will view the world's scariest 6-minute video, determine population connections to environmental health and diversity and discover personal values that relate to these topics.

Keeping a Balance to Get Things Done: the Advantages of Mitchell
Diversity in a Student Environmental Organization Room
Jim Barrett, Resource Management-EE UWSP student
How is a student environmental action organization like an ecosystem? Both require balance and diversity and draw their resources from a wide range of options. Learn how to involve every member of your group, and to cultivate success from the rich soils of your membership.

*The Future of the Environmental Conference** Nicolet
Dr. Dan Sivek, UWSP College of Natural Resources (CNR) and WCEE faculty Room
All teacher participants, especially those attending previous conferences, are invited to share their thoughts on the future of this conference. Can and should teachers be more involved? Can and should students be more involved? What should remain the same? What should change?

SESSION III 1:10 pm - 1:55 pm

A Day in the Life... Communication
Juanita Keller, Stevens Point Area Cooperative Room
Learn how the foods you eat can affect the quality of life for all living things and the entire environment here on earth. Choosing organic, bulk, chemical-free foods helps save our planet. We will also discuss vegetarian diets and sample good, whole foods.

Pedal Your Way to a Better Planet! Room
Tehri Parker, Susan Stein, Joe Passineau, CWES 125A
(Central Wisconsin Environmental Station)
Participants in this workshop will be given the opportunity to turn their calories into electricity as they pedal a bicycle driven generator. The Energy Cycle program will physically demonstrate the difference between traditional incandescent light bulbs and new compact fluorescent light bulbs. You will also learn about energy efficient appliances, and what you can do around your home and school to conserve electricity and natural resources.

*Team 9 Interdisciplinary Environmental Education** Red
John Wood, Krista Hammann, Chaska High School, Chaska, MN Room
The Team 9 program culminated with learners publishing the newspaper, *The Watershed*, for distribution within the community, and planning and carrying out direct actions to improve the water quality of the Minnesota River and the local watershed. The presentation will describe the program and how the program may be replicated.

Promoting Wilderness Green
Gary Weir, Waupaca High School Room
A historical perspective of wilderness areas will be discussed as well as significant individuals and associations that have contributed to the preservation and management of wilderness areas. Other issues that may be explored include: providing solutions, maintaining atmosphere and threats to wilderness.

Los Amigos de Jatun Sacha Blue
Two high school students from Parker and Edgewood High Schools Room
Los Amigos de Jatun Sacha is a non-profit organization that was founded by two concerned high school students, a high school teacher and a Smithsonian fellow. Their goal is to fundraise for research and equipment for the tropical rainforests in the upper Rio Napo region in Ecuador.

Creating an Outdoor Classroom Garland
John Cler, Wonewoc Center High School Room
A group of high school students, enrolled in a special early morning class, are actively involved in the development of a 100 acre outdoor classroom. Prairie and wetland restoration, bridge building and trail construction have all been part of the class. Students will be on hand to explain all of the things they have done.

Maintaining Biodiversity: Monitoring Population and Determining a Species' Status. Turner Room
Bob Rosenfield, UWSP CNR faculty, biology dept.
Biodiversity integrity and related management decisions depend on monitoring population levels. Wisconsin and Greenland examples regarding avian diversity will be primarily explored.

Careers in Natural Resources Mitchell
Sue Kissinger, Assistant to the Dean, UWSP CNR faculty Room
Are you interested in pursuing a career in forestry, wildlife, waters, soils or resource management? This session will address career options in all of these fields plus explore the excellent programs right here at UWSP.

Writing Letters Does Have an Impact! Nicolet
David Bower, Claire Taylor, UWSP, EENA representatives Room
(Environmental Educators and Naturalists Association)
Well-written letters have an impact on decision makers! Learn who to write to and how to make your opinions count.

> *I am utterly convinced that most of the great environmental struggles will either be won or lost in the 1990's and that by the next century it will be too late to act.*
>
> *Thomas E. Lovejoy*
>
> *Nature has been for me, for as long as I can remember, a source of solace, inspiration, adventure and delights; a home, a teacher, a companion.*
>
> *Lorraine Anderson*

SAMPLE NEWS
RELEASE FOR YOUR
HOMETOWN NEWSPAPER

______________________________ Students Attend Statewide Environmental Conference

___(#)___ students from ________________ High School recently attended "Awareness, Action, Achievement", the 1991 Wisconsin High School Environmental Action Conference at UW - Stevens Point.

Approximately ___ high school students and their teachers gathered at UW-SP on December 11 for the conference. The purpose of the conference was to provide issue briefings, build student and teacher networks, and provide students with tools for solving environmental issues. Keynote speaker, state representative Stan Gruszynski , for example explained how to make a difference in the political arena. Bill Berry, editor of the Stevens Point Journal explained the media's role in providing coverage to environmental events. Over 20 other speakers representing environmental groups, utilities, high school and university students and teachers, and government agencies also addressed the students.

In addition to information gleaned from presentations, students were able to visit a number of exhibits. Exhibitors represented various high school environmental groups, utilities, the DNR, and private energy and environmental businesses. Exhibitors and some local businesses also provided door prizes.

Two seed grants from the Wisconsin Environmental Education Board helped fund initial planning for the conference. With money raised at this year's conference, the event will become a self-supporting annual event. Primary sponsors of the event are the Wisconsin Center for Environmental Education and the Wisconsin Association for Environmental Education.

CONTACT:

Dan Sivek
Wisconsin Center for Environmental Education
Learning Resources Center
UW-SP
Stevens Point, WI 54481
(715)-346-2028

Press Release December, 1993

250 Students Attend Statewide Environmental Conference

_____students and teacher, ___________,from _________High School recently attended the Third Annual High School Environmental Action Conference, at the UW-Stevens Point University Center. "The purpose of the conference," said Dan Sivek , of the Wisconsin Center for Environmental Education, "is to inform, motivate, and show high school students that they really can have a positive impact on the environment."

Approximately 250 high school students and their teachers gathered at UW SP on December 1 for the conference which focused on the theme, " The Diversity of Life". Over 30 presenters and exhibitors from around the Midwest were on hand to answer questions and motivate students to environmental action. Among them were: the National Wildlife Federation Endangered Species and Cool It! groups, the Wisconsin DNR, the John Muir Chapter of the Sierra Club, WPS, Project WILD, high school groups including Lincoln and Berlin High School, members of the community, as well as UW-SP staff and students. Keynote speaker, Bruce Calhoun of Save The Rainforests, spoke on the importance of biodiversity in the rain forests and showed slides from his experiences in Ecuador. Members of the New Hope Production Center Stage Troupe also presented, and performed their play "To Save the Planet" as a finale to an informative day.

Plans are already being made for next year's conference, which will see more opportunity for student involvement and interaction. Organizations wanting to sponsor local students' expenses to the 1994 conference should contact Dr. Dan Sivek at UW-SP (715-346-2028).

For more information:
Dan Sivek
Wisconsin Center for Environmental Education
Learning Resources Center
University of W-SP
Stevens Point, WI 54481
715-346-2028

VOLUNTEER DUTIES HIGH SCHOOL CONF'93

PRESENTER NEEDS

(location: 1 @ Red, Blue, Green, Communication Room, 125A
1 @ Garland, Turner, Mitchell, Nicollet-Marquette Rooms)
(2 people 10:00-12:00) (2 people 12:45-2:00)

1. Check with presenter to make sure s/he has all AV needs and they are working (see room designation)
2. Check to see that presenters are in correct location
3. Check for adequate supplies: chairs, tables, chalkboard, etc
4. Misc.

It is good to roam about and check BEFORE and AFTER presentations have started, just to see if there are any "kinks" that need to be worked out.

KEYNOTE ATTENDANT (9:15-10:20)

(location: UC Laird "program" room)

1. Check equipment for location and readiness: podium, chair, lighting, microphone is working
2. Check speakers needs: water, notes, ??

LUNCH SUPERVISOR (12:15-12:55)

(location: UC Wisconsin Room-2nd floor)

1. Check layout of room (Mark Heimlich, or UC staff will set up)
2. Check cashier for concerns: tickets, money, etc.
3. If entertainment is available, check their needs.

CLEAN UP (3:00-?)

(location: all used UC areas, Jenkins Hall?)

1. Take down signs: recycle or reuse
2. Check all session rooms for items that may have been left behind
3. Assist presenters/exhibitors in taking down
4. Help clean concourse registration area
5. Assist in general clean up (carry supplies to WCEE, etc.)

VOLUNTEER DUTIES HIGH SCHOOL CONF'93

REGISTRATION: 8-9:30
(location: UC concourse area)
1. Set up booth in concourse area
Needs: programs & folders
nametags/prenamed presenter nametags
registration list-H.S
registration of exhibitors & presenters
money box
pens/pencils/tape
extra maps of UC
receipt book
raffle tickets
2. 1 person takes money, checks list, gives receipts
1 person hands out packet, nametags, tickets (for lunch/raffle)
Remember: tell teachers to remind students to: read over ALL presentations (diversity is good), follow schedule, follow the maps, wear nametags(it helps presenters during discussion)

Floaters (2): 8-9:30 or later
-Be on hand to get needed supplies for registrants
-be on hand to answer questions, give directions, or ask Dan, Angie, UC staff questions
-do miscellaneous tasks

GREET/HELP EXHIBITORS 8-9:30
(locations: UC concourse area, Laird room)
1. Make sure exhibitors sign in
2. Give directions or assist with set up
3. check for exhibitor needs: more chairs, table space, etc.

PLAY/ENTERTAINMENT ATTENDANTS 1:45-3:00
(location Laird room-UC or Jenkins Hall-Fine Arts)
1. Check groupe's needs
2. Stand at entrance doors to check conference attendance
3. open/close doors as needed by performers
4. check with tech people about mics, visuals, etc.

SIGNS & BANNERS (2 people)
(location: put up all over UC)
Contact Conference and Reservations (2nd floor) for sign policy!
1. A sign for each room (8X11") listing: room name, presenters, times and titles of sessions
2. Miscellaneous signs that point to hard-to-get-rooms (Wisconsin, Nicollet-Marquett,) and signs that point out the already permanent UC signs that tell where rooms are, but add "HIGH SCHOOL CONFERENCE"
3. Signs that point direction to the exhibit area
4. Signs that point to registration booth (perhaps at each entrance of UC)
5. Banner for conference registration booth
6. Signs that advertise play/entertainment

Contact: Angie Wanless X4943, WCEE

HS Conference Volunteers 1993
REGISTRATION
(8:00 am -9:30)
(Plus a short orientation meeting to discuss procedures)

Hand out registration packets, (students, teachers, presenters, exhibitors) (1 person)

1. Name ______________________ Phone _____________

Take money, nametags (1 person)

1. Name ______________________ Phone _____________

Floaters to be on hand to run errands, assist with clean up, etc. (2 people)

1. Name ______________________ Phone _____________

2. Name ______________________ Phone _____________

Media (1 person)

Contact radio, tv? and newspaper
1. Name______________________ Phone _____________

Clean UP

3:00-??
1. Name______________________ Phone _____________

2. Name______________________ Phone _____________

3. Name______________________ Phone _____________

STUFFERS & MISC

NAMES PHONE#S

82

Contact: Angie Wanless X4943 WCEE

HS Conference Volunteers 1993

Signs and Banners (2 people)

1. Name ______________________ Phone _____________

2. Name ______________________ Phone _____________

Presenter Needs (4- 2 am, 2 pm)

a.m.

1. Name ______________________ Phone _____________

2. Name ______________________ Phone _____________

p.m.

3. Name______________________ Phone _____________

4. Name ______________________ Phone ______________

Morning (9:15-10:20)

Keynote

1. Name ______________________ Phone _____________

12:15 - 12:55 Lunch supervisor

1. Name _____________________ Phone______________

Greet/help exhibitors

1. Name ______________________ Phone _____________

2. Name ______________________ Phone _____________

3. Name______________________ Phone _____________

1:45-3:00 Play Attendants (2 people)

1. Name ______________________ Phone _____________

2. Name______________________ Phone _____________

MANAGER: phone ______________ Example 1991

SIGN UP SHEET FOR PRE-REGISTRATION (5 people total)
(Times to be arranged)

Compile the registration packets (2 people)

1. Name ________________________ Phone ______________

2. Name ________________________ Phone ______________

Compile t-shirt distribution for schools (1 person)

1. Name ________________________ Phone ______________

Make signs for booth and outside UC (2 People)

1. Name ________________________ Phone ______________

2. Name ________________________ Phone ______________

APPENDIX E

EVALUATION:
IF YOU THOUGHT THIS CONFERENCE WAS GREAT...

Help us make it even better next year! To do that, please take five minutes to complete the questions below.

ABOUT YOU

If a student, year in high school______________________

If a teacher, subject(s) and grades______________________

How many people live in the town where your school is located?___________

AWARENESS OF ISSUES

Please fill in the name of the sessions you attended in the blanks below and circle the best response.

As a result of attending this session, my level of awareness about this topic:

	Didn't change	Increased a little			Increased a lot
1. Keynote speaker	0	1	2	3	4
2. __________________________	0	1	2	3	4
3. __________________________	0	1	2	3	4
4. __________________________	0	1	2	3	4

ACTION SKILLS

5. a. I believe I can change the outcome of environmental issues.

   ___ Yes ___ No

   b. Has this belief changed since attending this conference?

   ___ Yes ___ No How?_______________________________

6. I have participated in the following environmental action strategies before the conference:

   a. __Yes __No. Writing persuasive letters to___________________________________

   b. __Yes __No. Environmental consumerism

   c. __Yes __No. Joining environmental groups. Which ones?

   I plan to participate in these action strategies as a result of the conference:

   a. __Yes __No. Writing persuasive letters to___________________________________

   b. __Yes __No. Environmental consumerism

   c. __Yes __No. Joining environmental groups. Which ones?

   d. __Others (Please list)____

FACILITIES, EXHIBITS, AND NEXT YEAR

8. Please rate the following items by circling the best response. Please add comments between items.

		Strongly disagree		Neutral		Strongly agree
a.	The food was good.	1	2	3	4	5
b.	I could see and hear all presenters.	1	2	3	4	5
c.	The exhibits added a lot to the conference.	1	2	3	4	5
d.	There were lots of useful handouts.	1	2	3	4	5
e.	I met other students with common interests.	1	2	3	4	5
f.	I hope I can attend the conference next year.	1	2	3	4	5
g.	Pre-conference information was adequate.	1	2	3	4	5
h.	Overall, this conference was excellent.	1	2	3	4	5

9. I would be interested in helping at next year's conference by:

___ Serving on a planning committee

___ Encouraging my high school group to present or exhibit

___ Other ____

10. I would like to see the following at next year's conference:

___ "How-to" sessions (topic ______________________________)

___ Content-oriented sessions (topic ______________________________)

___ Panel (topic) ______________________________)

___ Other ____

* * *

Name ______________________________________

Street ______________________________________

City ____________________ State ____ Zip ________

Prepared in part by students enrolled in Natural Resources 300/500, Foundations of Environmental Education, Fall 1991.

EVALUATION

1992 HIGH SCHOOL ENVIRONMENTAL ACTION CONFERENCE

Please take five minutes to complete the questions below. Your responses to the following questions will help make next year's conference a success. THANK YOU!

ABOUT YOU.

If a student, year in high school___________

If a teacher, subject(s) and grades _______________

About how many people live in the town where your school is located?___________

AWARENESS OF ISSUES

Please fill in the name of the sessions you attended in the blanks below and circle the best response.

As a result of attending this session, my level of awareness about this issue:

	Didn't change		Increased a little		Increased a lot
1. SPENCER BLACK: WI Environmental & Energy Issues	0	1	2	3	4
2. ____________________	0	1	2	3	4
3. ____________________	0	1	2	3	4
4. MESSAGE FROM RIO: Global Issues and Politics	0	1	2	3	4

OVER

ACTION SKILLS

5. I have participated in the following action action strategies before the conference:

a. __Yes __No. Writing persuasive letters to__________

b. __Yes __No. Environmental consumerism

c. __Yes __No. Joining environmental groups. Which ones?

6. As a direct result of attending this conference, I plan to take the following environmental actions:

a. __Yes __No. Writing persuasive letters to__________

b. __Yes __No. Environmental consumerism

c. __Yes __No. Joining environmental groups. Which ones?

d. Other:

NEXT YEAR

7. (If not a senior) I would like to attend next year's

conference. ____Yes ____No

8. The best part of theis conference was...

9. My biggest recommendation for improving this conference is...

10. My suggestions for topics/themes for next year's conference are...

APPENDIX F

CALL FOR PRESENTERS & EXHIBITORS*
for Stevens Point Conference

(*Exhibitors may still contact UW-M site)

Presenters are being sought who can address the theme "Energize for Environmental Action". Two broad strands under this theme relate to (1) energy saving activities, programs, and technologies and (2) energizing in the sense of motivational presentations by and for students involved in environmental action taking.

Presenters are reimbursed $10.00. Exhibitors are charged $15.00 per six foot table. No charge for student group exhibitors (Check with UW-M for their policy on exhibitors; this policy applies only to the Stevens Point conference).

PRESENTERS AND EXHIBITORS

Type your 50 word description in the space below. Copy additional sheets if presenting and/or exhibiting more than once.

☐ Presentation ☐ Exhibit

Name ____

Affiliation _______________________________________

City ______________________ State ____ Zip __________

Telephone (day): (___) ____________ FAX: (____) __________

Presenters: AV Needs

___Overhead projector ___VCR ___Slide/tape unit

___Other ____

___I will contribute my $10.00 honorarium toward next year's conference. (Thank you!)

Exhibitors: Display needs. (___Check here if student group)

___# of tables @ $15.00 ___Electricity required

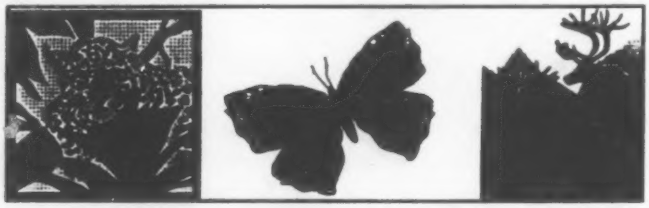
___Other ____

$__________ Amount enclosed. Make check payable to WCEE and send to: High School Conference. Wisconsin Center for Environmental Education. UW-SP. Stevens Point, WI 54481

CALL FOR PRESENTERS: HIGH SCHOOL STUDENTS, TEACHERS, AND OTHERS,

the diversity of life:

the third high school environmental action conference



December 1, 1993
university of wisconsin - stevens point

The Wisconsin Center for Environmental Education invites you to share your experiences or expertise at its 1993 high school environmental action conference. Presentations that provide hands on opportunities for students are especially desired.

THEME: Maintaining biodiversity: local to international

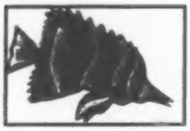
SOME SUGGESTED IDEAS:

- **-Creating diversity on the school grounds**
- **-National and international actions**
- **-Research on endangered species/ecosystems**

ALSO...SKILL DEVELOPMENT SESSIONS:

- **-Powerful letter writing, persuasion, and political action skills**

(over)



PRESENTER FORM
the diversity of life
PLEASE RETURN BY OCTOBER 1, 1993

Name____

Affiliation/School_____________________________________

Summer mailing address (Include name if different):

____

_______________________________Zip__________

School/professional mailing address (after September 1):

____

_______________________________Zip__________

Equipment needed:

___Slide projector ___Overhead projector ___VCR/monitor

___Other:____

Sessions are approximately one hour long.

Please type a 50 word description of your presentation in the space below:

Return to:

Dan Sivek
Wisconsin Center for Environmental Education
UW-SP
Stevens Point, WI 54481

"Waters
Of
Wisconsin"

The Fourth Annual

High School Environmental Action Conference

November 30, 1994

UW-Stevens Point

Presenter & Exhibitor

Preproposal Form

Please Return to: Dr. Dan Sivek
WI Center for Environmental Education
UW-SP LRC, 4th floor
Stevens Point, WI 54481
(715)346-2028

The Wisconsin Center for Environmental Education invites you to share your experiences at its 1994 high school environmental action conference. This year's theme will be "Waters Of Wisconsin", with a focus on river, lake and groundwater action projects. Presentations that provide hands on opportunities for students are especially desired. School groups are also invited to present their projects in an interact session.

YES! I am interested in exhibiting or presenting on Wednesday, November 30, 1994.

(Please check one) Exhibitor____ Presenter____ Interact____
Topic______________________________
Contact person:______________________________
Home address:______________________________
School/Organization:______________________________
Home phone:________________Work phone:________________
Fax:________________

Do you know of other people who would be interested in exhibiting or presenting?
Name:______________________________
School/Organization:______________________________
Address:______________________________
Phone:______________________________

Please return by: **May 2, 1994.**

WI Center for Environmental Education
UW-SP Learning Resource Center, 4th floor
Stevens Point, WI 54481-3897
Acct. 8630

1994 Wisconsin High School

Environmental Action Conference

Preproposal

APPENDIX F

Potential Presenter List

Arboretum/Zoo/Museums Staff
City Councils/Departments
College Professors/specialists
Cooperative Extension Specialists
Department of Natural Resources
Department of Public Instruction/Education
Environmental Education groups (i.e. Project WILD, Learning Tree, etc.)
High School Teachers/students
Journalists/News personalities
Local and State Governmental Representatives
Local Businesses (environmentally active)
Nature/Environmental Centers
Non-governmental Organizations (NGO's)
Nurseries/Landscaping Companies
Professional Associations
Recycling Centers
Theater Groups
Utility Companies
Waste/composting facilities

APPENDIX G

Potential Exhibitor List

Arboretum/Zoo/Museums Staff
Cooperative Extension Specialists
Department of Natural Resources
Environmental Education groups (i.e. Project WILD, Learning Tree, etc.)
Local Businesses
    Examples: Book stores
        Grocery cooperatives
        Organically grown/environmental retail
        Sporting good stores
Nature/Environmental Centers
Non-governmental Organizations (NGO's)

Nurseries/Landscaping Companies
Professional Associations
Recycling Centers
Utility Companies
Waste/composting facilities

1991 Wisconsin High School
ENVIRONMENTAL ACTION CONFERENCE

REGISTRATION FORM

Yes! We want to attend this Conference.

Fees: (Includes cost of all materials, and lunch). T-shirts cost extra.

Registration incl. T-Shirt	Registration without T-Shirt
$ 15 students	$ 10 students
$ 20 teachers	$ 15 teachers

Please register: ____ student(s) with t-shirts ____ student(s) without t-shirts
____ teacher(s) with t-shirts ____ teacher(s) without t-shirts

____ Small ____ Medium ____Large ____ X-Large

Name of teacher or advisor representing the school: ____________
School name: ____________ ____________
School address: ____________
School phone: ____________
Home phone: ____________

Do you know of other students or teachers who would be interested in attending this conference OR who would interested in exhibiting?
Name: ____________
School: ____________
Address: ____________
Phone: ____________

Registration Deadline: Friday, November 29, 1991

Please return this form and your check made payable to WCEE to the following address:
Environmental Action Conference
WI Center for EE
UW-SP Learning Resource Center, 4th floor
Stevens Point, WI 54481
Contact person: Dan Sivek
(715) 346-2028

SAMPLE CONFIRMATION POSTCARDS

Dear ____________________

We have received your registration for the Wisconsin High School Environmental Action Conference. We have registered your school for the following:

___ Student(s) w/t-shirt ___ Student(s) w/o t-shirt
___ Teacher(s) w/ t-shirt ___ Teacher(s) w/o t-shirt

___ small ___ medium ___ Large ___ X-large

Registration Fee paid $ ______
Amount due $ ______
Comments:

If you have any questions, please call Dan Sivek, (715)346-2028. Thank-you!

Dear ____________________

We have received your registration for the Wisconsin High School Environmental Action Conference. We have registered your school for the following:

___ Student(s) w/t-shirt ___ Student(s) w/o t-shirt
___ Teacher(s) w/ t-shirt ___ Teacher(s) w/o t-shirt

___ small ___ medium ___ Large ___ X-large

Registration Fee paid $ ______
Amount due $ ______
Comments:

If you have any questions, please call Dan Sivek, (715)346-2028. Thank-you!

Dear ____________________

We have received your registration for the Wisconsin High School Environmental Action Conference. We have registered your school for the following:

___ Student(s) w/t-shirt ___ Student(s) w/o t-shirt
___ Teacher(s) w/ t-shirt ___ Teacher(s) w/o t-shirt

___ small ___ medium ___ Large ___ X-large

Registration Fee paid $ ______
Amount due $ ______
Comments:

If you have any questions, please call Dan Sivek, (715)346-2028. Thank-you!

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High School Students
Join your friends across Wisconsin at...

the diversity of life:

the third high school environmental action conference

December 1, 1993
university of wisconsin - stevens point

Sponsored by
the Wisconsin Center for Environmental Education

THEME: Maintaining biodiversity: local to international

POSSIBLE PRESENTATIONS:

- Creating diversity on the school grounds
- National and international actions
- Research on endangered species/ecosystems

ALSO...SKILL DEVELOPMENT SESSIONS:

- Powerful letter writing, persuasion, and political action skills

(over)

98

For more information on:

Attending Presenting Exhibiting

Name____

Affiliation/School____

School/professional mailing address:

____

____**Zip**________________

Telephone: (_____)______________

STUDENT/TEACHER GROUPS (Program & registration will be sent later):

Number of students possibly attending____ Number of teachers attending_____

PRESENTERS (Confirmation will be sent in late fall):

Please type a 50 word description of your proposed presentation in the space below:

____

____

Equipment needed: ___Slide projector ___Overhead projector

___VCR/monitor ___Other:______________________________

Sessions are approximately one hour long.

EXHIBITORS:

Type of exhibit (check one): _____Informational or student (no charge)

_____Sales (_____# of tables @$10/table or $10/table inkind contribution for door prize. Send check payable to WCEE or describe items you'll donate:______________________________)

Return by October 1, 1993 to:

Dan Sivek
Wisconsin Center for Environmental Education
UW-SP
Stevens Point, WI 54481
715.346.2028

the diversity of life:

the third high school environmental action conference

wednesday, december 1, 1993
university of wisconsin - stevens point

REGISTER NOW!!!

the diversity of life celebrates the importance of maintaining variety in all of Earth's ecosystems and species. Presenters and exhibitors will share their stories and offer help for high school students wanting to maintain natural diversity in their surroundings.

LOCATION

The conference will be held in the University Center at the University of Wisconsin - Stevens Point. A locator map is on the back of this program.

PARKING

Auto parking is available Lot X - an all day lot ($.30/hr); Lot Z is two-hour metered. Buses should park in lot Q.

SPONSORS

the diversity of life is sponsored by:

~Wisconsin Center for Environmental Education, UW-SP

~Wisconsin Association for Environmental Education

As many as one in every 122 plants may yield useful drugs. There are about 250,000 species of plants on earth.

Schedule of Events

8:30 - 9:30	Registration, exhibits open
9:30 - 10:20	Welcome. Keynote: Bruce Calhoun - Save the Rainforests
10:30 - 11:15	Sessions/ Work- shops I
11:15 - 11:30	Break, exhibits
11:30 - 12:15	Sessions/ Work- shops II
12:15 - 12:55	Lunch
12:55 - 1:10	Exhibits open
1:10 - 1:55	Sessions/ Work- shops III
2:00 - 3:10	"To Save the Planet," a musical performed by the New Hope Productions theatrical troupe.

A sampler of sessions...

~Project Salamander *~Promoting Wilderness*

~Tropical Rainforests *~A Day in the Life...*

~School Ground Restoration *~Biodiversity*

~Environmental Careers *~Writing effective letters*

...and exhibitors

~Merrill High School Environmental Club *~WI DNR*

~UW-SP Environmental Educators & Naturalists

~College of Natural Resources *~Stevens Point Co-op*

Environmental Gazette

STUDENT GROUPS...

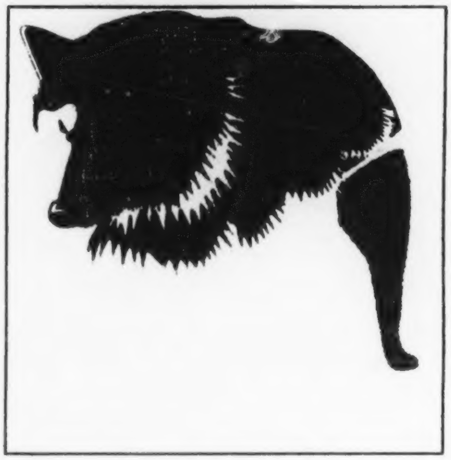
Have we got a deal for you! Other students want to know what you're doing, so.. Why not plan to share your stuff in an exhibit? There's no charge for student groups, so call or write now.

EISENHOWER FUNDS MAY BE AVAILABLE

Check with your Eisenhower coordinator to see if you can get these funds to cover your fees.

CONTACT PEOPLE

Angie Wanless - 715-346- 4943 or
Dan Sivek - 715-346-2028



REGISTRATION FORM
the diversity of life

Sign us up! (One form per school or group please)

___ # of participants X $15.00, includes lunch $__________

TOTAL REGISTRATION FEE ENCLOSED $__________

Teacher/Advisor: ____

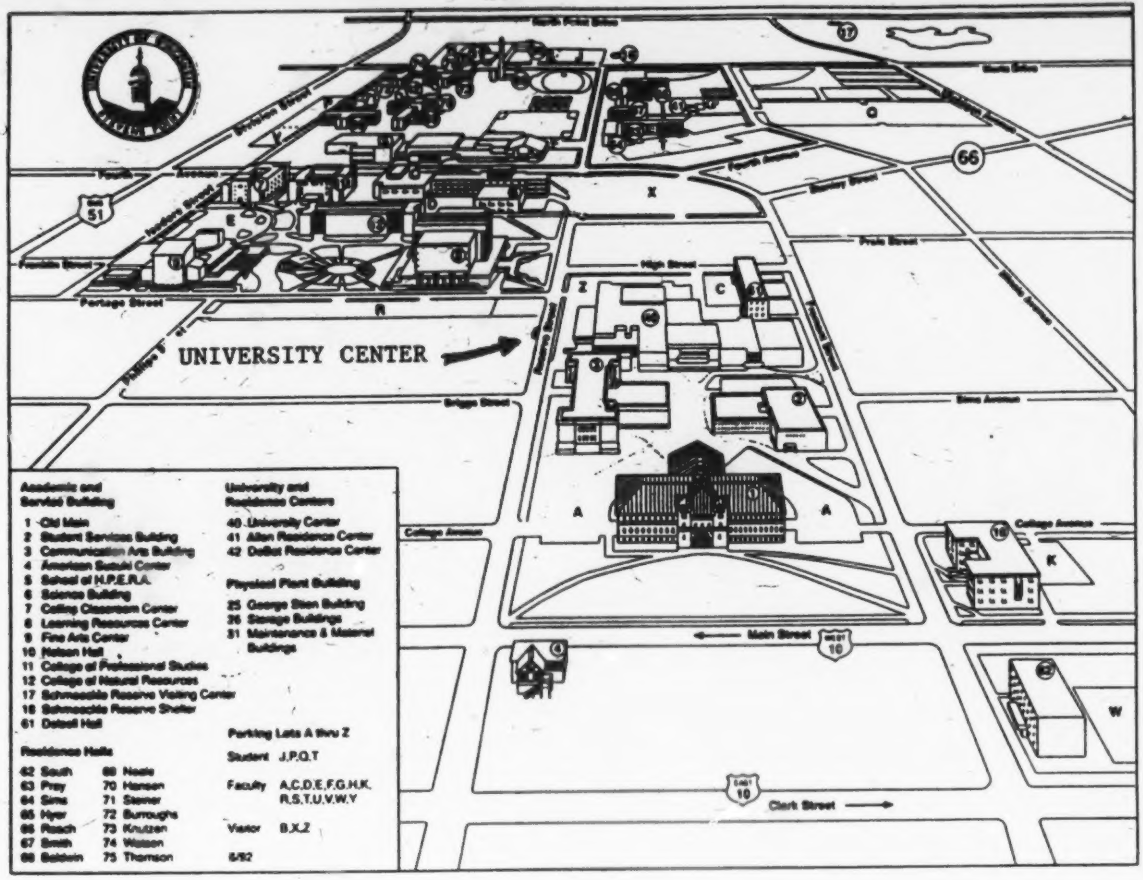
School name: ____

School address: ____

School phone: (____) __________ Home phone: (____) __________

REGISTRATION DEADLINE: November 19

Send check payable to "WCEE" to: High School Conference, Wisconsin Center for Environmental Education, Learning Resources Center, UW-SP, Stevens Point, WI 54481. 715-346-4943 or 2028


UNIVERSITY CENTER
Division Street
Fourth Avenue
Isadore Street
Franklin Street
Portage Street
Reserve Street
Briggs Street
High Street
Fremont Street
Stanley Street
Prais Street
Michigan Avenue
College Avenue
Main Street
Clark Street
51
66
10
Academic and Service Building
1 Old Main
2 Student Services Building
3 Communication Arts Building
4 American Suzuki Center
5 School of H.P.E.R.A.
6 Science Building
7 Collins Classroom Center
8 Learning Resources Center
9 Fine Arts Center
10 Nelson Hall
11 College of Professional Studies
12 College of Natural Resources
17 Schmeeckle Reserve Visiting Center
18 Schmeeckle Reserve Shelter
61 Delzell Hall
Residence Halls
62 South
63 Pray
64 Sims
65 Hyer
66 Roach
67 Smith
68 Baldwin
69 Neale
70 Hansen
71 Steiner
72 Burroughs
73 Knutzen
74 Watson
75 Thomson
University and Residence Centers
40 University Center
41 Allen Residence Center
42 DeBot Residence Center
Physical Plant Building
25 George Stien Building
26 Storage Buildings
31 Maintenance & Material Buildings
Parking Lots A thru Z
Student J.P.Q.T
Faculty A.C.D.E.F.G.H.K. R.S.T.U.V.W.Y
Visitor B.X.Z
8/92

Wisconsin Center for Environmental Education
UW-SP Learning Resources Center
Stevens Point, WI 54481-3897

Acct. 8630

the diversity of life
1993 High School Environmental Action Conference

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